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ABSTRACT

This evaluation covers the Spanish, Italian, and Haitian bilingual components funded through Title VII in Brooklyn, New York's Community School District 32. The three programs discussed are: (1) S.U.B.E. (Success under Spanish Bilingual Education), for grades K-6; (2) AVANTI (an approach to Italian bilingual education), for grades 1-9; and (3) HABILE (Haitian Bilingual Education), comprising both Creole and French as well as English for grades 1-8. Each program is described in terms of objectives, implementation, staffing, student participation, staff development, parent involvement, school and community activities, and evaluation procedures. Student achievement data, in the form of pre/post program test scores in reading and mathematics, are presented. It is recommended that all three programs be continued, although criticism and suggestions for improvement are noted. Consultants' resumes, evaluation forms, and observation guides are appended to the report. (GC)

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COMMUNITY SCHOOL DISTRICT #32

BROOKLYN, NEW YORK

E.S.E.A. TITLE VII – MULTILINGUAL PROGRAMS

S.U.B.E. AVANTI HABILE

FINAL REPORT
1977-78

COMPONENT	FUNCTION
S.U.B.E. Success Under Spanish Bilingual Education	5097-87601 5097-87651
AVANTI An Approach to Italian Bilingual Education	5097-87601
HABILE Haitian Bilingual Education	5097-87601

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EVALUATION REPORT

COMMUNITY SCHOOL DISTRICT #32
Special State and Federal Funded Programs

ESEA TITLE VII - MULTILINGUAL PROGRAMS
1977 - 1978

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FINAL EVALUATION REPORT

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM
PROJECT-SUCCESS UNDER BILINGUAL EDUCATION (S.U.B.E.)
FUNCTION NUMBER 5097-87601
DR. ISABEL SIRGADO

PROGRAM DESCRIPTION

1. Objectives

The Community School District #32, ESEA Title VII Multilingual Program, through its Spanish Component (Project SUBE, Success Under Bilingual Education) has as its overall objective to enable students to maintain a normal academic progression through the grades in their mother tongue while developing fluency in English.

2. Implementation (Adherence to Program Guidelines)

The program has been fully implemented as proposed for the 1977-78 guidelines, with one coordinator, twelve teacher aides and one teacher trainer.

The program is located in three elementary schools (PS 75, PS 151, PS 274) there is one bilingual class per grade K-6 in PS 75 and PS 151 and one bilingual class on each grade K-5 in PS 274.

Also, in Junior High School 111, one small group of 6th graders receive departmentalized instruction in the core subjects in Spanish, as well as English as a second language.

While the total number of participating students has remained more or less the same*, the student population at PS 75 has undergone many changes. Unfortunately, the community served by this school has been a victim of constant fires and therefore causing great mobility in the population.

SCHOOL	CLASSES PER GRADE LEVEL							TOTAL
	K	1	2	3	4	5	6	
J.H.S. 111							1	1
P.S. 75	1	1	1	1	1	1	1	7
P.S. 151	1	1	1	1	1	1	1	7
P.S. 274	1	1	1	1	1	1	0	6
Total	3	3	3	3	3	3	3	21

One school, (according to both the S.U.B.E. Coordinator and the previous Evaluation Consultant) has shown a tremendous improvement in its overall functioning and implementation of the program as compared to last year. The Principal of this school is complying with all the requests that have been made in terms of the program and has indeed been most cooperative. The teachers in both kindergarten and first grade of this school received additional training in the Montessori Program (worked withing the existing Title VII) and this has definitely added to the overall improvement mentioned above.

The schedules of the paraprofessionals were changed in the upper grades, in the fifth and sixth grade, PS 151 and PS 75 share one paraprofessional, so that the lower grades can each keep one paraprofessional for the whole day.

In order to capitalize on the strength of the fifth and sixth grade teachers in another school,a modified team teaching approach was established last year. One teacher gave instruction in Spanish Language Arts to both classes and the other teacher provided instruction in the English Language Arts to both classes. This set up was changed this year due to the professional growth of the participating teachers.

The turnover previously mentioned is more dominant in the upper levels. One school has one morning Bilingual kindergarten class and one full day Bilingual class for each of the other grades (1-6). The Principal of this school has been very supportive in terms of the implementation of the program, and this has helped the S.U.B.E. Coordinator, who has done an excellent job in changing the atmosphere of the school towards the program. Last year, the non-bilingual faculty of this school had a strong adverse position towards Bilingual Education.

Another school also shares a paraprofessional in the upper levels (fourth and fifth grade) in order to keep one full time in each of the lower levels. This school has a Principal who is Bilingual and is extremely supportive of the principles of Bilingual Education. The Principal has made available a large room in the school to be used as a Resource Center to display materials, conduct workshops, and, in general, disseminate materials all through the area.

Some of the teachers in this school need more training in certain areas, as well as more development of some language skills. The Principal and Coordinator are aware of this situation and are working on approaches to help in the development of needed training skills.

One school houses one small sixth grade class, where new arrival of students with limited English speaking ability receive instruction in the different core subjects in Spanish as well as intensive English as a Second Language. This class also has the help of a fulltime paraprofessional and is functioning without any problems.

PROGRAM ACTIVITIES

The SUBE Program comprises the following activities:

1. Inservice and Training

   The District receives a group of student teachers from Brooklyn College. Even though no free period for inservice is provided according to the union contract, Ms. Martha Cintron, the teacher trainer, works individually with both the teachers and the paras, assessing their needs and helping them from classroom management to curriculum development. Her area of responsibility therefore, includes every spectrum of teacher and paraprofessional development.

2. Parent Workshops

   Parent Workshops were held at PS 274 and PS 75 averaging two a month. The workshops were a vehicle for providing the parents with information about the SUBE Program and, in addition, offered a variety of Cultural Activities, Arts and Crafts sessions as well as ESL training.

3. Montessori Training

   The three bilingual kindergarten and first grade teachers and their aides were trained in Montessori methods and techniques. Full day workshops were held once a month supported by on-site training and classroom observations.

SCHOOL AND COMMUNITY RELATED ACTIVITIES

The Coordinator has been instrumental in what I call the "Bilingual Atmosphere" of the schools involved. Any visitor, at any of these schools, will notice immediately how Posters, class material developed by both teacher and other related cultural materials are ostensible part of the school decor.

I consider the above statement one of the most positive aspects of the program. The Coordinator has been able to develop a strong commitment to the philosophy of Bilingual Education throughout the schools and district at large. Both teacher and principals see the program as a valuable and positive alternative for the children. They have shown a higher than average interest in the welfare of their students, visiting homes, encouraging parental participation in school functions.

Some of the teachers have been selected to participate in city-wide demonstrations of Bilingual Education programs.

There is a high degree of cooperation between the regular monolingual English Teachers and the Bilinguals.

In each school, Bilingual Teachers work as a group, which is another example of the leadership demonstrated by the Coordinator. This has also helped in keeping the overall school morale at a very high level.

I would like to stress the above, with an example of PS 151. In this school, both the English and the Bilingual Teachers in the third, fourth, fifth, and sixth grade, share the same students in an intra-class reading grouping (English/Spanish), by scheduling a common Reading Hour.

The results have been extremely encouraging. The reading scores of these children is sometimes comparable to that of English monolingual children. In many instances, they scored higher than other classes of the same grade level. Therefore, the bilingual children, in general, are reading at their regular grade level.

EVALUATION DESIGN AND METHODOLOGY

Evaluation Activities

1. Observations

   A total of 65 classroom observations were conducted by this evaluator during the course of the school year. Each SUBE classroom was observed several times, some more than others as the situation warranted.

2. Interviews

   Several and extensive interviews with the Principals of the schools involved as well as with the SUBE staff were held during the school year.

3. Statistics

TITLE VII - S.U.B.E.

STATISTICAL EVALUATION

Seven tests were used to evaluate the SUBE program. These tests included the Bilingual Syntax Measure in both English and Spanish, the BOEHM Test of Basic Concepts, a Check List, several levels of the Inter-American series in Spanish, the TOBE (Test of Basic Experiences) Math and Language components, a locally prepared math test in both English and Spanish, and the Stanford Reading Test.

The Bilingual Syntax Measure is a test with only five possible scores (1, 2, 3, 4, and 5). This test is designed only as a crude measures of a young student's knowledge of English or Spanish. It is very poorly suited to measure their growth in either language.

The BOEHM Test measures certain basic competencies. However, these competencies are difficult to relate to a normed level. For example, the test publisher reports average scores dependent upon low, middle, and high socioeconomic levels. In addition, percentile scores with approximately 5 percentile points between intervals are recorded for the beginning of the year and the middle of the year. There are no end-of-the-year norms and, accordingly, the test is of little value in relating a particular program, such as this, to some standard existing outside of the program.

The Check List is based upon the California Preschool Competency Scale. Again, this test is valuable in determining a rough measure of a student's ability to enter school. However, there are no norms to relate it to an outside measure. What norms are reported are also dependent upon high or low socioeconomic levels.

The Inter-American Series reports national norms. However, this test was developed primarily in the southwestern part of the United States. There are five levels to the test and, unfortunately, even adjacent levels of the test are not compatible. The utmost of detail is necessary to insure that the student

receives a pretest in which he scores between approximately the 20th and 40th percentiles in order to be sure that he/she will not be far beyond that immediate level of the test at the time of the posttest. Unfortunately, such precise evaluation is very difficult and frequently would necessitate the testing of a student on two or three different levels. The coordinator and teachers made significant efforts to insure the proper level of the testing. However, examination of the tables presented on the following pages reveals that in the first grade, the test was obviously too difficult as a pretest since the class average in two of the three schools was only 4.24 and 4.51 percentile.

The TOBE Language and Math tests are also reported in perecentiles. Unfortunately, the publisher has not yet produced new norms based upon beginning and end of the year testing. Any anticipation of what percentile a child would normally achieve without a special program must, therefore, be based upon extrapolation of the limited tables provided. The results are of limited value.

The locally prepared math tests in English and Spanish are raw score test results. There are no external norms. This test is of no value in evaluation of the program.

The Stanford Reading Test was used in the third through sixth grades. Scores were reported in grade equivalents and the standard historical regression methodology was used to estimate the amount of growth a student should achieve during the program. This test is probably the single-most valuable tool in evaluating the program.

The tables below report the results of the evaluation for each school-for each grade. As examination of the tables show, the results are mixed depending upon grade and school.

A total of 651 students had been planned for this component of the Title VII program. Scores were received for approximately 544 students. This number is significantly smaller than was expected.

TABLE

TITLE VII SUBE

SCHOOL 75

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
K	Paired Scores 21	BSM-Eng	Pre	2.24	1.30		
			Post	2.95	1.40		
			Pre/Post			0.71	4.18*
	Paired Scores 21	BSM-Sp.	Pre	4.00	1.22		
			Post	4.29	1.01		
			Pre/Post			0.29	1.83
	Paired Scores 21	BOEHM	Pre	21.81	5.83		
			Post	30.19	5.09		
			Pre/Post			8.38	5.75*
	Paired Scores 21	Ck. List	Pre	19.86	12.70		
			Post	42.05	10.98		
			Pre/Post			22.19	8.65*
1	Paired Scores 29	BSM-Eng.	Pre	2.10	1.57		
			Post	3.10	1.45		
			Pre/Post			1.00	4.40*
	Paired Scores 29	Inter Amer.	Pre	4.24	5.91		
			Post	34.24	20.33		
			Pre/Post			30.00	8.28*
	Paired Scores 24	TOBE-Lang.	Pre	13.25	15.90		
			Post	31.46	25.96		
			Pre/Post			18.21	4.18*
	Paired Scores 24	TOBE-Math	Pre	9.04	8.78		
			Post	25.96	21.06		
			Pre/Post			26.92	7.11*
2	Paired Scores 31	Math Sp.	Pre	9.10	5.87		
			Post	23.94	6.29		
			Pre/Post			14.84	15.78
	Paired Scores 26	Inter Amer. Level I	Pre	35.08	20.34		
			Post	57.31	21.39		
			Pre/Post			22.23	7.50*
	Paired Scores 6	Inter Amer Level II	Pre	65.83	3.54		
			Post	83.83	5.12		
			Pre/Post			18.00	8.12*
	Paired Scores 31	BSM-Eng.	Pre	2.52	1.34		
			Post	3.06	1.29		
			Pre/Post			0.54	3.44*
	Paired Scores 30	BSM Sp.	Pre	4.30	1.24		
			Post	4.73	0.58		
			Pre/Post			0.43	2.64*

* Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL 75

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
3	Paired Scores 6	Math Eng.	Pre	15.67	2.94		
			Post	27.33	6.44		
			Pre/Post			11.66	6.69*
	Paired Scores 16	Math Sp.	Pre	11.44	5.02		
			Post	23.31	6.23		
			Pre/Post			11.87	6.43*
	Paired Scores 22	Stanford	Pre	1.55	0.93		
			Post	2.67	1.10		
			Expected	1.73	1.04		
			Pre/Post			1.12	7.79*
			Exp/Post			0.94	6.49*
	Paired Scores 22	Inter Amer.	Pre	45.50	22.26		
			Post	72.91	19.23		
			Pre/Post			27.41	6.58*
4	Paired Scores 9	Math Eng.	Pre	14.22	8.30		
			Post	21.11	7.22		
			Pre/Post			6.89	4.64*
	Paired Scores 11	Math Sp.	Pre	12.91	5.34		
			Post	20.09	3.67		
			Pre/Post			7.18	4.57*
	Paired Scores 20	Stanford	Pre	2.06	0.58		
			Post	2.40	0.67		
			Expected	2.30	0.65		
			Pre/Post			0.34	3.44*
			Exp/Post			0.10	1.07
	Paired Scores 20	Inter Amer	Pre	54.50	20.06		
			Post	75.65	17.75		
			Pre/Post			21.15	6.68*
5	Paired Scores 11	Math Eng	Pre	19.27	9.03		
			Post	41.91	4.30		
			Pre/Post			22.64	8.12*
	Paired Scores 14	Math Sp	Pre	19.79	8.22		
			Post	39.43	9.71		
			Pre/Post			19.64	9.37*
	Paired Scores 25	Stanford	Pre	2.74	0.89		
			Post	3.24	0.93		
			Expected	3.04	0.99		
			Pre/Post			0.50	5.18*
			Exp/Post			0.20	1.96
	Paired Scores 25	Inter Amer	Pre	20.24	10.17		
			Post	54.48	11.40		
			Pre/Post			34.24	11.91*

* Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL 75

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
6	Paired Scores 14	Math Eng.	Pre	18.86	6.41		
			Post	28.57	7.08		
			Pre/Post			9.71	4.95*
	Paired Scores 6	Math Sp.	Pre	22.00	10.53		
			Post	28.67	8.33		
			Prv/Post			6.67	2.44*
	Paired Scores 18	Stanford	Pre	3.01	1.15		
			Post	3.92	1.23		
			Expected	3.29	1.26		
			Pre/Post			0.91	5.27*
			Exp/Post			0.63	3.48*
	Paired Scores 19	Inter Amer	Pre	18.37	16.50		
			Post	35.68	18.13		
			Pre/Post			17.31	7.65*

* Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL PS 151

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
K	Paired Scores 18	BSM-Eng.	Pre	1.39	0.85		
			Post	1.83	1.34		
			Pre/Post			0.44	1.64
	Paired Scores 18	BSM-Span.	Pre	3.11	1.28		
			Post	4.94	0.24		
			Pre/Post			1.83	6.18*
	Paired Scores 18	Boehm	Pre	26.94	8.43		
			Post	34.17	7.04		
			Pre/Post			7.23	4.77*
	Paired Scores 18	Check list	Pre	31.78	13.53		
			Post	53.83	4.48		
			Pre/Post			22.05	8.17*
1	Paired Scores 35	BSM-Eng.	Pre	2.00	0.97		
			Post	3.37	0.94		
			Pre/Post			1.37	10.05*
	Paired Scores 35	Inter-Amer	Pre	4.51	14.12		
			Post	35.89	27.61		
			Pre/Post			31.38	7.22*
	Paired Scores 33	TOBE-Lang.	Pre	8.61	11.14		
			Post	26.88	21.99		
			Pre/Post			18.27	4.66*
	Paired Scores 33	TOBE-Math	Pre	9.45	12.70		
			Post	25.33	19.37		
			Pre/Post			15.88	5.37*
2	Paired Scores 33	Math-Eng.	Pre	4.39	4.30		
			Post	21.79	6.90		
			Pre/Post	17.40	13.33*		
	Paired Scores 31	Inter Amer L-I	Pre	29.65	18.23		
			Post	49.23	19.05		
			Pre/Post			19.58	6.06*
	Paired Scores 5	Inter Amer L-D	Pre	52.20	17.61		
			Post	65.80	20.03		
			Pre/Post			13.60	2.96*
	Paired Scores 33	BSM-Eng.	Pre	2.82	1.42		
			Post	3.76	1.09		
			Pre/Post			0.94	5.58*
	Paired Scores 33	BSM-Span.	Pre	3.88	1.38		
			Post	4.79	0.42		
			Pre/Post			0.91	4.32*

*Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL 151

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
3	Paired Scores 2	Math Eng.	Pre	9.00	5.66		
			Post	17.00	0.00		
			Pre/Post			Not calculable	
	Paired Scores 30	Math Sp.	Pre	13.50	5.04		
			Post	23.20	7.16		
			Pre/Post			9.70	8.50*
	Paired Scores 33	Stanford	Pre	1.32	0.67		
			Post	2.07	0.74		
			Expected	1.43	0.72		
			Pre/Post			0.75	7.69*
			Exp/Post			0.64	7.62*
	Paired Scores 33	Inter Amer	Pre	24.70	12.46		
			Post	54.82	21.25		
			Pre/Post			30.12	9.16*
4	Paired Scores 16	Math Eng.	Pre	30.63	5.76		
			Post	35.13	5.38		
			Pre/Post			4.50	2.46*
	Paired Scores 18	Math Sp.	Pre	24.94	9.01		
			Post	31.94	9.50		
			Pre/Post			7.00	3.30*
	Paired Scores 34	Stanford	Pre	2.69	1.18		
			Post	3.14	1.00		
			Expected	3.07	1.35		
						0.45	4.96*
			Exp/Post			0.07	0.63
	Paired Scores 34	Inter Amer	Pre	59.88	20.55		
			Post	80.03	18.70		
			Pre/Post			20.15	7.36*
5	Paired Scores 7	Math Eng.	Pre	26.00	7.75		
			Post	31.71	7.45		
			Pre/Post			5.71	3.71*
	Paired Scores 16	Math Sp.	Pre	28.38	7.75		
			Post	31.71	7.45		
			Pre/Post			3.50	3.28*
	Paired Scores 23	Stanford	Pre	1.85	0.52		
			Post	3.83	1.39		
			Expected	2.00	0.56		
			Pre/Post			1.98	8.30*
			Exp/Post			1.83	7.03*
	Paired Scores 23	Inter Amer	Pre	24.04	11.69		
			Post	45.35	19.33		
			Pre/Post			21.31	7.87*

* Significant at 0.05 line.

TABLE

TITLE VII SUBE

SCHOOL 151

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
6	Paired Scores 12	Math Eng.	Pre	21.00	4.33		
			Post	29.17	5.18		
			Pre/Post			8.17	5.20*
	Paired Scores 11	Math Sp.	Pre	21.27	5.00		
			Post	31.27	11.10		
			Pre/Post			10.00	4.57*
	Paired Scores 22	Stanford	Pre	3.65	1.20		
			Post	4.82	1.63		
			Expected	4.01	1.32		
			Pre/Post			1.17	5.52*
			Exp/Post			0.81	3.88*
	Paired Scores 22	Inter Amer	Pre	30.77	17.49		
			Post	39.32	20.33		
			Pre/Post			8.55	3.31*

*Significant at 0.05 level.

TITLE VII SUBE

SCHOOL 274

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
K	Paired Scores 23	BSM Eng.	Pre	1.91	1.41		
			Post	2.87	1.69		
			Pre/Post			0.96	3.36*
	Paired Scores 23	BSM Sp.	Pre	3.43	1.65		
			Post	3.65	1.70		
			Pre/Post			0.22	2.01*
	Paired Scores 23	BOEHM	Pre	23.04	8.50		
			Post	36.74	6.69		
			Pre/Post			13.70	8.63*
	Paired Scores 23	Check List	Pre	17.87	8.04		
			Post	35.96	12.81		
			Pre/Post			18.09	8.00*
1	Paired Scores 34	BSM Eng.	Pre	2.91	1.42		
			Post	3.59	1.56		
			Pre/Post			0.68	3.22*
	Paired Scores 34	Inter Amer	Pre	15.06	10.68		
			Post	45.24	15.40		
			Pre/Post			30.18	12.86*
	Paired Scores 32	TOBE Lang.	Pre	36.38	25.86		
			Post	85.69	15.81		
			Pre/Post			49.31	9.75*
	Paired Scores 32	TOBE-Math	Pre	44.78	27.16		
			Post	79.22	21.11		
			Pre/Post			34.44	6.88*
2	Paired Scores 25	Math Sp.	Pre	10.00	4.12		
			Post	27.40	7.05		
			Pre/Post			17.40	15.84*
	Paired Scores 13	Inter Amer L-I	Pre	37.23	15.69		
			Post	57.54	13.16		
			Pre/Post			20.31	5.06*
	Paired Scores 12	Inter Amer L-II	Pre	57.67	10.64		
			Post	71.08	9.99		
			Pre/Post			13.41	4.96*
	Paired Scores 25	BSM Eng.	Pre	3.88	1.13		
			Post	4.32	0.99		
			Pre/Post			0.44	2.40*
	Paired Scores 24	BSM Sp.	Pre	4.42	0.50		
			Post	4.79	0.41		
			Pre/Post			0.37	3.71*

* Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL 274

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
3	Paired Scores 1	Math-Eng	Pre	2.00			
			Post	12.00			
			Pre/Post			Not Calculable	
	Paired Scores 26	Math-Sp.	Pre	8.73	5.19		
			Post	23.19	5.83		
			Pre/Post			14.46	10.37*
	Paired Scores 27	Stanford	Pre	1.77	0.70		
			Post	2.11	0.84		
			Expected	2.03	0.80		
			Pre/Post			0.34	3.87*
			Exp/Post			0.08	0.80
	Paired Scores 27	Inter-Amer	Pre	28.44	20.51		
			Post	48.19	16.48		
			Pre/Post			9.75	2.99*
4	Paired Scores 13	Math Eng	Pre	18.69	5.31		
			Post	33.92	8.86		
			Pre/Post			15.23	9.44*
	Paired Scores 16	Math Sp	Pre	16.19	6.02		
			Post	34.25	10.40		
			Pre/Post			18.06	9.15*
	Paired Scores 29	Stanford	Pre	2.28	0.91		
			Post	2.84	0.84		
			Expected	2.57	1.03		
			Pre/Post			0.56	5.63*
			Exp/Post			0.27	2.41*
	Paired Scores 29	Inter-Amer	Pre	44.34	18.49		
			Post	58.34	19.72		
			Pre/Post			14.00	7.88*
5	Paired Scores 13	Math-Eng	Pre	23.15	6.36		
			Post	35.85	8.01		
			Pre/Post			12.70	9.97*
	Paired Scores 15	Math-Sp	Pre	18.13	4.36		
			Post	31.20	6.44		
			Pre/Post			13.07	8.96*
	Paired Scores 28	Stanford	Pre	2.92	0.92		
			Post	3.88	1.30		
			Expected	3.25	1.02		
			Pre/Post			0.96	7.66*
			Exp/Post			0.63	5.12*
	Paired Scores 28	Iter-Amer	Pre	19.43	6.06		
			Post	44.79	12.59		
			Pre/Post			25.36	10.00*

*Significant at 0.05 level.

TABLE

TITLE VII SUBE

SCHOOL JHS 111

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
6	Paired Scores 8	Math Eng.	Pre	26.13	6.08		
			Post	35.75	5.99		
			Pre/Post			9.62	4.50*
	Paired Scores 9	Math Span.	Pre	21.11	7.15		
			Post	29.56	7.21		
			Pre/Post			8.45	4.87*
	Paired Scores 16	Stanford	Pre	2.99	1.14		
			Post	4.06	0.97		
			Expected	3.25	1.24		
			Pre/Post			1.07	3.13*
			Exp/Post			0.80	2.22*

*Significant at 0.05 level.

FINDINGS OF PREVIOUS EVALUATION

The following recommendations for the program were made last year:

1. Recommendation

The monthly in-service workshops should be reinstated next year. Early in the school year, the teachers and aides should be surveyed to obtain a list of topics of interest to the staff. Time should be provided at these monthly meetings for the staff to interchange ideas and concerns.

Findings: This workshop was not reinstated.

2. Recommendation

There is a real possibility that the program will be facing an acute shortage of instructional materials next year. The Title VII Funds will not be sufficient to meet the inventoried need of the program for next September. It is suggested that the district's per pupil materials allocation for the SUBE student be used to replenish the diminishing supply of bilingual instructional materials.

Findings: Still, funds have not been allocated by the Funding Agency for supplementing this need.

3. Recommendation

It is apparent that for the coming school year, the SUBE classes will have to rely almost totally on the E.S.E.A. Title VII Program paraprofessionals to provide coverage for the 21 classes in the program. Currently, only 12 paraprofessionals are funded by Title VII. If funding continues at the same level, it is suggested that the paraprofessionals not be assigned to a particular teacher or class, but rather that their time be distributed equally among all the classes. Thus, each class would have a paraprofessional in the room for approximately two-thirds of the school day.

4. Recommendation

In conclusion, project SUBE should once again be recommended for the quality of its program and the accomplishment of its objectives. The project is unequivocally recommended for recycling.

Finding: As explained before, the coordinator was very resourceful in distributing the hours of the paraprofessionals so that the student could benefit the most. This recommendation was implemented successfully.

FINDINGS

The program has added an extra dimension this year, with the new Resource Center being housed in P.S. 274. This center could be pivotal both as a resource as well as dissemination of materials in general; however, the latter stage is under utilized. A better system, both in terms of accessibility and resources, should be encouraged by the District itself, in order to be able to work at its full potential.

The teachers themselves, have been provided with a good amount of classroom materials to further the objectives of small group and individual instruction. Through other funding sources, a vast amount of exceptionally high quality Montessori materials are also being used in the early childhood classes. Also, in many instances, teachers have been rather successful in developing their own materials.

PERSONNEL

It was noticeable, from observation of classes, that the Coordinator had developed a very positive rapport among her staff in the different schools (Teachers and Paras), the school Principals involved, and herself.

The school district's third annual Bilingual Education Week took place in the month of April. S.U.B.E. staff, students and parents were involved in every aspect of the week's activities.

PERSONNEL (cont'd.)

The teachers in each school gave demonstration lessons, organized and provided a school-wide display of cultural materials, and provided leadership for the assembly programs.

The students participated in the Essay and Poster contests depicting their language and cultural diversity and richness.

Many of the parents of the participating children were selected by their school committee to receive awards for their contribution to Bilingual Education.

Both the Coordinator and the Teacher Trainer were members of the committee which planned and executed the various activities on a district-wide level.

CHILDREN

Project children were invited to perform their cultural program for Puerto Rico Discovery Day and Pan American Day at city-wide celebrations at the Central Headquarters. The children were among the finalists in the district-wide Spelling Bee in Spanish. One youngster from the Bilingual Class won the spelling bee in his school in English. Their attendance in general is very good.

OVERALL RECOMMENDATIONS

Recommendations for the S.U.B.E. program for the 1978-79 school year are as follows:

1. At least monthly in-service workshops should be established. Even though contractual arrangements with the teachers' union do not provide after-school hours for this type of arrangements, efforts should be made by the School Principals to solve this problem, in order to have a common hour (during the teacher's preparation period) to have these workshops.

2. The in-service training that is being received by the paraprofessionals should be more systematic and better coordinated with the classroom teachers. Even though the Coordinator tried very hard to establish this, it cannot happen unless a solution for the first recommendation is found.

3. Funding Agency should supply funds for more of the per pupil materials allocation for the SUBE students in order to compensate the still existing shortage in some areas.

4. The language skills ability (sometimes in English and sometimes in Spanish) of some of the teachers should be improved by either special in-service courses or by using the facilities of colleges in the area (e.g. Brooklyn College) who do offer courses to remedy the above.

5. Money should be sought for substitute teachers for the program so that all the personnel involved can benefit from some of the Bilingual Conferences and Workshops that are offered throughout the region.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM
PROJECT AVANTI
FUNCTION NUMBER 5097-87601
MARISA ROMEO

AN APPROACH TO ITALIAN BILINGUAL EDUCATION

I. Program Description

The AVANTI Program is a component of E.S.E.A. Title VII Multilingual Program designed to serve the Italian Language group, which is concentrated in three schools in Community School District 32, namely two elementary schools, one junior high school. In each school, there is one class in each grade for a total of 17 classes and approximately 450 students.

A) Objectives of the Program

The AVANTI Program, one of the pioneer Italian Bilingual Programs in the City of New York, was designed to serve the Italian language group to develop fluency in English, while developing and maintaining proficiency in the native language, so as to retain normal academic progression according to grade level. Students receive instruction in all subject areas in English and in Italian according to individual needs.

B) Participants and Their Selection

The program serves about 450 children attending two elementary schools and one junior high school. The elementary school children served by the program are in grades K-6 and those in the junior high school are in grades 7-9.

The following table shows the approximate distribution of students by school and grade level.

CLASSES PER GRADE LEVEL

SCHOOL	K	1	2	3	4	5	6	7	8	9	TOTAL
P.S. 86	1	1	1	1	1	1	1				7
P.S. 123	1	1	1	1	1	1	1				7
J.H.S. 162								1	1	1	3
											17

Students participating in the current program were selected on the basis of scores D-F of the New York City Scale of Fluency in English and upon the recommendation of their principal or teacher. Classroom observations or the use of a measure such as the New York City Language Assessment Battery was often used to substantiate the recommendation.

C. Program Activities

Students participating in the program on the elementary level are taught in self-contained classrooms by a bilingual teacher and a bilingual paraprofessional. Students are grouped for language activities according to language dominance. Non-language activities are carried out in English or Italian-Language Arts Instruction in both English and Italian, is provided on a daily basis.

Students are offered the full curriculum as prescribed by the Board of Education of the City of New York in both English and Italian in accordance with individual needs.

In grades 1 and 2, students are instructed in Math, Science and Social Studies in the dominant language with reinforcement of the particular skills in the second language. Students are mainstreamed with English dominant students for Music, Art, Assembly and some joint activities in Science and Social Studies.

In grades 3-6, students are instructed in Math, Social Studies and Science in the dominant language and the second language is used for reinforcement. These students are mainstreamed for the minor subjects as well as assembly, lunch and other joint activities.

In grades 7-9, at the junior high school, students in the program receive daily instruction in Math, Science, Social Studies, English and Italian Language Arts, by a team of Italian bilingual teachers organized as a department within the program.

Students are mainstreamed for the three remaining periods each day and receive instruction in other subject areas such as Art, Music, Health, Physical

Education, Industrial Arts and/or Home Economics. Students also participate with English dominant students in small group instruction in reading, assembly, sports, student council, career awareness program, science fairs, and various after-school activities.

D) Personnel

The bilingual staff consists of one Project Coordinator, seventeen tax-levy teachers, five Title VII Bilingual paraprofessionals. The teacher trainer position was not filled this year.

The bilingual teachers instruct students and supervise the classroom activities assigned to the paraprofessionals. The latter work under the direct supervision of the bilingual teachers. These paraprofessionals work with students individually or in small group instruction. They also help the teacher with a smooth flow of learning activities in the classroom.

The Coordinator has the overall responsibilities for the supervision and operation of the program. This includes a multitude of activities and responsibilities, which are further detailed under findings. The Coordinator has also assumed the responsibility of the teacher trainer on leave; these responsibilities will be also detailed under findings. On the building level, the principal and/or an assistant principal assists in the implementation and supervision of the program's activities.

II. Evaluation Design and Methodology

The evaluation consisted of three basic elements: 1) observation of program activities including classrooms, training sessions, staff planning meetings, etc. 2) interviews with relevant personnel students, non-program students, parents and teachers and 3) pupil testing and analysis of the data.

A. Evaluation Activities

1. Observation

Each AVANTI classroom was observed at least 4 times during the year. Each observation averaged about 45 minutes and attempted to observe during each on-site

visit a variety of classroom activities. The purpose of these observations was to determine whether bilingual methodology was employed and whether it contributed effectively towards the meeting of the program's objectives.

2. Interviews

Each classroom teacher was interviewed on a pre-post basis, as was the Program Coordinator and the building principals or other designated building and supervisors. Paraprofessionals, some parents and students directly connected with the program were interviewed. Also interviewed were non-program school staff, students and parents for the purpose of comparing the opinion of non-program people with the perspective held about the program by those who have some relationship to it. The major focus was the views on the present effectiveness of the program, its strengths, areas in need of improvement, suggestions for changes and recommendations on the continuation of the program.

3. Testing

All students participating in the program were pre-tested in October, and were post-tested in May to determine the impact the program made during the year as a result of their participation in the program.

The following instruments were used:

TEST	ABILITY	GRADE	LANGUAGE OF TEST
Stanford Achievement Test	English Reading	2-9	English
Bilingual Syntax Measure	Oral Language	K-3	Italian English
Dist. 32 Math Achievement Test	Math Comp. Concepts & Applica.	1-9	English or Italian (Dominant Language)
Dist. 32 Reading Test	Italian Reading	1-9	Italian

All participants were post-tested in May/June of the school year to determine the progress made during this time as a result of their participation in the program.

Eight different tests were administered to obtain numerical evaluation of the AVANTI Program. These tests included the Bilingual Syntax Measure in English and Italian, a locally developed Math Test in both English and Italian, an Italian Language Arts Test, the TOBE Test (Test of Basic Experience), CAT Test, (California Achievement Test), and the Stanford Reading Test. Although this testing was done with considerable attention to detail, unfortunately it is of little assistance in evaluating the program.

The problem with this testing is two-fold. First, the objectives (what the program wants to accomplish) are stated in terms that are too general to be related to any test. Specific performance objectives must be chosen and clearly written before any testing is done if the test results are to be of any value in evaluating the program. Secondly, the Math and Italian Language Tests are "teacher-made" tests. That is to say, there are no norms or reference points to use in judging how much growth should have been accomplished. Therefore, we do not know, for example, if a growth from 11 to 16 correct answers is average growth, above average growth, or below average growth.

The Bilingual Syntax Measure is a test with only five possible scores, (1, 2, 3, 4, 5). This test is designed only as a crude measure of a young student's or a foreign student's knowledge of a language. It is very poorly suited to measure their growth in a language.

We readily acknowledge that suitable tests in foreign languages are very scarce and, accordingly, evaluation of a multi-language program is a most difficult task.

In view, however, of the current national insistance that all federal programs, including Multilingual Programs, be responsible for showing that the funds expended are accomplishing some socially valuable objective, we must recommend in the strongest terms that this and the other components in the Multilingual Programs be promptly and carefully revised with regard to stated objectives and evaluation methodology to be used.

The results of the 1977-1978 academic year are reported in the tables below by school-by grade-by test. Because not all of the tests are appropriate for each grade, there are varying numbers of tests reported for each grade. Since this is a relatively small program, some of the classes had very few students snd statistical results in those cases are relatively meaningless regardless of whether the results are good or poor.

With the exception of the BOEHM Test of Basic Concepts, the TOBE Test, CAT Test, and the Stanford Reading Test, the results are raw scores. The BOEHM, TOBE, and CAT Test reported in percentiles and the Stanford is reported in grade equivalents. A historical regression formula was used for the Stanford Reading Test to determine an expected post score based upon the pre score. This comparison between the expected post score and the actual post score is the measure which best provides a reasonable evaluation of the success of the component. As can be seen be examination of the tables, several of the classes did not exceed the expected growth.

The original proposal had contemplated 530 students in all grades. In the AVANTI program, not all students are given all tests since some students understand too little English or Italian to be tested in the respective language. Total paired scores, however, amounted to 410. Some scores are missing because of an error in a teacher's test recording.

TABLE

TITLE VII AVANTI

SCHOOL 86

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
K	Paired Scores 25	BSM Eng.	Pre	3.20	2.00		
			Post	4.08	1.19		
			Pre/Post			0.78	4.03*
	Paired Scores 25	BSM Ital.	Pre	2.92	1.91		
			Post	3.64	1.41		
			Pre/Post			0.72	3.27*
	Paired Scores 25	BOEHM	Pre	37.96	9.32		
			Post	48.48	2.00		
			Pre/Post			10.52	6.45*
1	Paired Scores 35	BSM Ital.	Pre	2.97	1.27		
			Post	3.46	1.27		
			Pre/Post			0.49	3.24*
	Paired Scores 35	TOBE L-Eng.	Pre	19.34	3.61		
			Post	24.31	3.23		
			Pre/Post			4.97	10.46*
	Paired Scores 35	CAT-Math	Pre	18.09	3.99		
			Post	25.06	3.06		
			Pre/Post			6.97	10.06*
	Paired Scores 34	Ital. L&A	Pre	15.18	4.60		
			Post	19.35	1.43		
			Pre/Post			4.17	5.35*
2	Paired Scores 33	BSM Ital.	Pre	4.12	1.49		
			Post	4.62	0,65		
			Pre/Post			0.50	3.14*
	Paired Scores 32	BSM Eng.	Pre	3.03	1.58		
			Post	4.41	0.56		
			Pre/Post			1.38	6.28*
	Paired Scores 19	Math-Eng.	Pre	7.16	5.22		
			Post	20.37	6.28		
			Pre/Post			13.21	9.57*
	Paired Scores 14	Math-Ital.	Pre	5.57	3.13		
			Post	16.29	4.34		
			Pre/Post			10.72	15.16*
	Paired Scores 32	Ital.L&A	Pre	0.22	0.66		
			Post	18.56	7.23		
			Pre/Post			18.34	14.69*

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL PS 86

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
3	Paired Scored 33	BSM Ital.	Pre	4.33	1.19		
			Post	4.61	0.79		
			Pre/Post			0.28	1.96*
	Paired Scores 33	BSM Eng.	Pre	4.21	1.29		
			Post	4.36	1.11		
			Pre/Post			0.15	1.72*
	Paired Scores 18	Math-Eng.	Pre	14.56	4.90		
			Post	29.50	5.28		
			Pre/Post			14.94	12.12*
	Paired Scores 15	Math-Ital.	Pre	17.67	8.36		
			Post	31.33	7.10		
			Pre/Post			13.66	9.65*
	Paired Scores 33	Ital.L&A	Pre	14.73	5.69		
			Post	23.09	7.28		
			Pre/Post			8.36	7.62*
	Paired Scores 32	Stanford	Pre	2.68	1.12		
			Post	3.75	1.53		
			Expected	3.27	1.57		
			Pre/Post			1.07	8.97*
			Exp/Post			0.48	4.37*
4	Paired Scores 11	Math-Eng.	Pre	15.45	5.37		
			Post	31.45	7.93		
			Pre/Post			16.00	6.69*
	Paired Scores 6	Math-Ital.	Pre	16.50	10.13		
			Post	29.33	9.87		
			Pre/Post			12.83	3.53*
	Paired Scores 17	Ital.L&A	Pre	14.53	4.52		
			Post	17.12	6.01		
			Pre/Post			2.59	2.01*
	Paired Scores 15	Stanford	Pre	2.26	0.69		
			Post	2.82	0.71		
			Expected	2.55	0.86		
			Pre/Post			0.56	4.91*
			Exp/Post			0.27	2.02

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL PS 86

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
5	Paired Scores 15	Math-Eng.	Pre	23.00	9.23		
			Post	35.80	6.87		
			Pre/Post			12.80	6.95*
	Paired Scores 9	Math-Ital.	Pre	25.00	6.00		
			Post	36.89	3.02		
			Pre/Post			11.89	6.39*
	Paired Scores 24	Ital L&A	Pre	16.29	5.08		
			Post	21.96	4.36		
			Pre/Post			5.67	6.38*
	Paired Scores 24	Stanford	Pre	3.80	0.98		
			Post	6.19	1.57		
			Expected	4.89	1.60		
			Pre/Post			2.39	10.24*
			Exp/Post			1.30	5.10*
6	Paired Scores 14	Math-Eng.	Pre	29.00	4.62		
			Post	34.93	5.17		
			Pre/Post			5.93	4.93*
	Paired Scores 8	Math-Ital.	Pre	28.63	4.60		
			Post	32.00	6.72		
			Pre/Post			3.37	1.73
	Paired Scores 22	Ital.L&A	Pre	18.05	6.11		
			Post	23.14	5.87		
			Pre/Post			5.09	5.63*
	Paired Scores 21	Stanford	Pre	6.24	1.74		
			Post	7.16	1.51		
			Expected	6.97	2.00		
			Pre/Post			0.92	4.02*
			Exp/Post			0.19	0.72*

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL PS 123

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
K	Paired Scores 19	BSM Eng.	Pre	3.32	1.06		
			Post	4.21	0.85		
			Pre/Post			0.89	4.82*
	Paired Scores 20	BSM Ital.	Pre	2.95	1.05		
			Post	3.75	0.79		
			Pre/Post			0.80	4.29*
	Paired Scores 20	Boehm	Pre	34.55	6.73		
			Post	38.65	6.85		
			Pre/Post			4.10	2.97*
1	Paired Scores 24	BSM Ital.	Pre	2.58	1.02		
			Post	3.42	1.18		
			Pre/Post			0.84	5.82*
	Paired Scores 23	TOBE L - Eng.	Pre	18.17	5.89		
			Post	22.70	7.53		
			Pre/Post			4.53	5.23*
	Paired Scores 22	Cat-Math	Pre	17.27	5.46		
			Post	20.64	5.78		
			Pre/Post			3.37	3.39*
	Paired Scores 24	Ital. L&A	Pre	14.25	5.94		
			Post	15.50	7.08		
			Pre/Post			1.25	1.61
2	Paired Scores 24	BSM-Ital.	Pre	3.63	0.49		
			Post	4.38	0.58		
			Pre/Post			0.75	4.98*
	Paired Scores 24	BSM-Eng.	Pre	4.25	0.68		
			Post	4.75	0.44		
			Pre/Post			0.50	4.80*
	Paired Scores 11	Math-Eng.	Pre	17.00	2.72		
			Post	24.27	3.41		
			Pre/Post			7.27	5.81*
	Paired Scores 13	Math-Ital.	Pre	11.54	3.28		
			Post	21.31	4.44		
			Pre/Post			9.77	8.04*
	Paired Scores 24	Ital.L&A	Pre	19.29	4.43		
			Post	24.75	2.27		
			Pre/Post			5.46	7.61*
	Paired Scores 11	Stanford	Pre	2.40	0.73		
			Post	3.82	1.27		
			Expected	3.38	1.16		
			Pre/Post			1.42	7.03*
			Exp/Post			0.44	2.77*

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL PS 123

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
2	Paired Scores 13	Math-Ital.	Pre	11.54	3.28		
			Post	21.31	4.44		
			Pre/Post			9.77	8.04*
	Paired Scores 24	Ital L&A	Pre	19.29	4.43		
			Post	24.75	2.27		
			Pre/Post			5.46	7.61*
	Paired Scores 11	Stanford	Pre	2.40	0.73		
			Post	3.82	1.27		
			Expected	3.38	1.16		
			Pre/Post			1.42	7.03*
			Exp/Post			0.44	2.77*
3	Paired Scores 21	BSM-Ital.	Pre	4.67	0.91		
			Post	4.81	0.87		
			Pre/Post			0.14	1.83
	Paired Scores 21	BSM-Eng.	Pre	-	-		
			Post	5.00	0.00		
			Pre/Post			Perfect Post Score	
	Paired Scores 8	Math-Eng.	Pre	18.13	5.59		
			Post	29.25	4.20		
			Pre/Post			11.12	4.54*
	Paired Scores 13	Math-Ital.	Pre	18.54	5.01		
			Post	26.46	6.25		
			Pre/Post			7.92	4.68*
	Paired Scores 21	Ital.L&A	Pre	13.14	3.81		
			Post	20.71	5.72		
			Pre/Post			7.57	8.40*
	Paired Scores 8	Stanford	Pre	2.68	0.65		
			Post	2.90	0.63		
			Expected	3.27	0.70		
			Pre/Post			0.22	1.53
			Exp/Post			-0.37	-3.81*
4	Paired Scores 12	Math-Eng.	Pre	15.00	5.34		
			Post	34.50	11.18		
			Pre/Post			19.50	7.92*
	Paired Scores 10	Math-Ital.	Pre	18.80	8.23		
			Post	41.40	10.70		
			Pre/Post			22.60	7.69*
	Paired Scores 22	Ital.L&A	Pre	15.32	7.07		
			Post	17.95	5.22		
			Pre/Post			2.63	2.25*
	Paired Scores 12	Stanford	Pre	3.06	1.26		
			Post	4.68	2.13		
			Expected	3.54	1.93		
			Pre/Post			1.62	4.19
			Exp/Post			1.14	3.04*

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL PS 123

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
5	Paired Scores 13	Math-Eng.	Pre	26.62	6.75		
			Post	42.54	4.29		
			Pre/Post			15.92	8.76*
	Paired Scores 8	Math-Ital.	Pre	20.38	7.65		
			Post	38.25	5.78		
			Pre/Post			17.87	5.66*
	Paired Scores 21	Ital.L&A	Pre	14.86	4.40		
			Post	23.86	4.36		
			Pre/Post			9.00	8.54*
	Paired Scores 21	Stanford	Pre	2.73	0.94		
			Post	4.68	1.40		
			Expected	3.03	1.61		
			Pre/Post			1.95	7.93*
			Exp/Post			1.65	5.56*
6	Paired Scores 15	Math-Eng.	Pre	39.93	9.03		
			Post	44.27	5.75		
			Pre/Post			4.34	3.02*
	Paired Scores 12	Math-Ital.	Pre	36.08	7.03		
			Post	44.75	3.82		
			Pre/Post			8.67	5.60*
	Paired Scores 27	Ital.L&A	Pre	25.67	3.99		
			Post	29.85	3.23		
			Pre/Post			4.18	8.99*
	Paired Scores 25	Stanford	Pre	4.96	1.73		
			Post	6.04	1.83		
			Expected	5.51	2.11		
			Pre/Post			1.08	6.15*
			Exp/Post			0.53	2.64*

*Significant at 0.05 level.

TABLE

TITLE VII AVANTI

SCHOOL JHS 162

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
7	Paired Scores 11	Math-Eng.	Pre	26.91	5.30		
			Post	33.09	4.87		
			Pre/Post			6.18	5.03*
	Paired Scores 10	Math-Ital.	Pre	21.30	5.72		
			Post	35.60	7.12		
			Pre/Post			4.30	5.75*
	Paired Scores 18	Ital.L&A	Pre	28.39	8.47		
			Post	27.72	12.51		
			Pre/Post			-0.67	-0.31
	Paired Scores 20	Stanford	Pre	5.51	1.38		
			Post	6.27	1.20		
			Expected	6.04	1.57		
			Pre/Post			0.76	2.86*
			Exp/Post			0.23	0.78
8	Paired Scores 16	Math-Eng.	Pre	24.50	5.11		
			Post	37.06	7.53		
			Pre/Post			12.56	9.54*
	Paired Scores 14	Math-Ital.	Pre	21.43	5.42		
			Post	40.79	7.78		
			Pre/Post			19.36	7.77*
	Paired Scores 28	Ital.L&A	Pre	29.71	9.42		
			Post	32.29	9.53		
			Pre/Post			2.58	1.59
	Paired Scores 14	Stanford	Pre	5.06	0.76		
			Post	5.62	1.73		
			Expected	6.00	0.84		
			Pre/Post			0.56	1.80
			Exp/Post			-0.38	-1.28
9	Paired Scores 4	Math-Eng.	Pre	27.25	2.63		
			Post	40.25	3.77		
			Pre/Post			13.00	7.31*
	Paired Scores 14	Math-Ital.	Pre	28.14	8.60		
			Post	40.00	5.04		
			Pre/Post			11.86	4.71*
	Paired Scores 16	Ital.L&A	Pre	29.25	12.51		
			Post	40.38	5.07		
			Pre/Post			11.13	3.89*
	Paired Scores 3	Stanford	Pre	2.00			
			Post	5.63		All Pre-scores bottomed-out. No Statistical Computation possible.	

*Significant at 0.05 level.

III.Observations

A. Physical Environment

As in the previous years, the same high standard of maintenance and cleanliness exists in the two participating elementary schools and junior high school. The classroom decorations continue to be attractive and appropriate. The evaluator noted new and up-to-date decorations; also, many more student projects are displayed not only in the classroom, but in the hallways of the schools. All the participating schools display timely bulletin boards near the principal's office showing the various activities in the bilingual classes. Books and A.V. materials available in each classroom have increased. The evaluator also noted an increased use of A.V. materials and equipment in the lessons. As needs arise, more materials are ordered and made available to the various schools and classrooms.

B. Program Procedures

As in the past years, the program implementation in the classroom structure and activities conform with the accepted definition of a bilingual instructional model and the proposal objectives and funding guidelines are followed.

In all the classrooms, instruction is provided on a daily basis in both English and Italian language arts. A daily plan of instruction is followed in Reading, Math, English, Native Language, Arts, Social Sciences and Culture. Language skills are taught sequentially and developmentally according to individualized needs. For this purpose, individualized instructional approach is used along with the flexible grouping patterns and team teaching techniques. The evaluator noted an increase in such practices over the past year and as a direct result of recommendations made in the evaluation report of the previous year.

A note-worthy language art activity covering English and Italian language has been the implementation of students' newsletters at the various grades. Under teacher supervision, quarterly newsletters are prepared by the students, who

contribute news items information on school and community celebrations. Many of the newsletters have received commendations on their quality from both buildings and district administrations, as well as teacher and parent associations.

Many students in the three schools have participated in city-wide poetry contests and have received several prizes, both in first place and second place. More prizes were awarded AVANTI students in school spelling bees, essay and art contests, music and dance contests.

Many students performed at bilingual conferences, as well as school-wide and city-wide activities this year.

C. School Wide Activities

All AVANTI classes participated in an assembly program for Columbus Day in conjunction with Italian Heritage Week, Puerto Rico Discovery Day; a Cultural Christmas Assembly Program; Carnevale Program, etc.

At the District-Wide, City-Wide level, AVANTI students participated in the celebration of Italian Culture Week in other schools in the district, at Borough Hall in Brooklyn, at N.Y.C.Hall, and Rockefeller Center, where students put on a play and some ethnic dances. They also participated in the celebration of Bilingual Week in the schools and classrooms with many activities, to which county representatives and parents attended. Among the many awards and commendations note worthy are the poetry prizes from Casa Italiana of Columbia University, and Essay Award sponsored by the Italian Bilingual Teachers Association. The AVANTI students of the participating Junior High School received a commendation for their celebrations of Italian Culture Week by the Secretary of State, Hon. Mario Cuomo. The list is long and many awards and activities are too many to mention, attached are the various activities for each school.

Such active student participation in culturally related programs help reinforce learning in the classroom and expands the students' awareness, appreciation and understanding of their cultural background. Field trips are an integral part of the program and are always relevant to instruction taking place in the classroom.

Worthy of note is the commitment of the administrative and instructional staff in the integration and appreciation of intercultural activities to reflect the total school population.

Finally, students participating in the bilingual program are integrated into regular school activities for such subject areas as Art, Music, Physical Education, Lunch, Recreation, etc. Continuity of bilingual instruction if offered from K-6 in the two participating elementary schools and grades 7-9 at the participating Junior High School. A comprehensive plan of services and staff assistance is provided under various funding sources, i.e., Title VII, Title I, Chapter 720 Montessori, Tax Levy, Aspira, PSEN.

D. Personnel

The evaluator found, as in the past, a serious commitment on the part of the administrative and teaching staff to the philosophy of the program, as well as a genuine concern with the welfare and academic achievement of the participating students. The evaluator continues to note an atmosphere of trust, warmth, and respect between teachers, paraprofessionals, and students in the classroom. Students' attitude toward school and their work continues to be very high. Personnel seem truly bilingual. Daily planning for instruction is evident as lessons observed by the evaluator were carried out. Attendance in the program is high, referrals for discipline problems minimal and students' participation in after-school activities has increased. Documentation of these observed factors will be offered.

Students high motivation is also reflected in the involvement of many at the higher grades in individual and independent research work, for which the school has offered the free use of library, space and other resource and supervision.

E. Training

Staff training continues to be provided on an on-going basis at many

levels and from various sources.

Title VII funds are provided staff for graduate and independent training at two local universities; Fordham and Long Island Universities. Many paraprofessionals are enrolled in the Career Ladder Program through UFT; thus, all employed personnel has been offered an opportunity for staff development. In addition, on-site training is offered through a district based service training program in classroom management, individualized instruction, and methodology of small group instruction, so that the bilingual staff can better implement the goals and objectives of the program. Building level supervision, training and assistance is carried out by the principals on a daily basis in all the participating schools. The program's Coordinator carried out on-site training for paraprofessionals in the program. The Coordinator has carried out some of the training activities implemented by the program's previous teacher trainer.

The Program Coordinator presented workshops and curriculum materials developed in the district at the annual Italian Bilingual Educators Association (IBEA) Conference. Most of the staff attended. Many of the students also participated at the Conference in cultural activities of the program.

The Project Coordinator has attended a number of professional conferences and has made several presentations on the program at TESL, IBEA, and the Columbia Association.

In conjunction with the in-service training program, the Deputy to Superintendent held several meetings with the bilingual staff for a district coordination of the various cultural activities to be held in the district for the Celebration of Italian Culture Week. On the building level, the principal at the participating junior high school held a planning meeting with the staff on the activities in that school for the same event. Committees were formed for the preparation of materials to be used in class, invitations, publicity, luncheon and assembly program.

An integrated effort on both staff and student level was encouraged and

successfully carried out for the celebration.

A major staff training activity took place this year with an after school series of workshops totalling 15 days. A group of 13 teachers met each day for an hour and a half in the month of June, to plan and write an Italian Language Art Curriculum for grades K-9 and plan a Career Education Program for grades 6 through 9. The workshops were designed with cluster groups working on various grades for the curriculum development. The activities involved definition of goals, planning of strategy, selection of materials design of instructional curriculum, drafting of curriculum, revision and final draft. In the coming school year, the curriculum will be revised based on its use during the year and will be refined for final forms.

E. Parental Involvement

Parent and community involvement continues to be very high as in the previous years. They attend the regularly scheduled Parent Advisory Committee meetings as well as Parent Teacher Association meetings. Two participating elementary schools have bilingual parent representation on the school's PTA executive board level.

They cooperate with the teachers, students and paraprofessionals in the preparation of cultural activities. Parents seem very pleased with the program's implementation at all their participating schools and look forward for its continuation.

F. Dissemination

Efforts have been made to disseminate the program's goals, objectives and successes through various channels, class newsletters, District AVANTI Newsletters, of visitors to the program. Some visitors came from out-of-state as well as from other countries.

The local and City-wide dailys have covered various activities in which students from the program have participated. Radio and T.V. coverage has also been provided to the program. The evaluator commends these public-relations efforts, especially at this time, when bilingual education is being attacked daily.

EXECUTIVE SUMMARY
AVANTI PROGRAM
1977-78

PREPARED BY: MARISA LUISA ROMEO

OBSERVATIONS

A. Physical Environment

As in the previous years, the cleanliness of the buildings and their maintenance is excellent in all three participating schools. Students take pride in their classroom appearance and continue to decorate the rooms with appropriate and attractive decorations, cultural display and academic work. Cultural bulletin boards can be seen by visitiors to the buildings in hallways, as well as near the principal's offices. Material such as textbooks, workbooks, magazines, AV equipment can be seen in sufficient amounts in each classroom.

B. Program Procedures

As in the past years, the program is well implemented, a daily plan of instruction is followed, students receive daily instruction in English Language skills and in Italian Language Arts. Social Studies and culture are well integrated in the instructional program. Learning is reinforced and expanded through students' participation in many building, district and city-wide cultural celebrations, as well as poetry, essay, art contests, spelling bees, etc. The AVANTI students have received numerous awards from Columbia University, Italian Bilingual Teachers Association commendation for outstanding leaders of the Italian American Community, as well as a commendation by Mario Cuomo for Italian Culture Week.

C. Personnel

The administrative and teaching staff continues to be extremely committed to the academic and social welfare of the students, as well as to the philosophy of the program.

Students' attitude towards teachers, paras, and attitude is very favorable. Their attitude toward school is very high as in the past. Attendance in the program is high, discipline problems are minimal, and there is more student

participation in after-school activities.

D. Training

Staff training continues to be provided on an on-going basis at many levels and from various sources. Many teachers participate in university-based programs. Many paras are enrolled in the Career Ladder Program through UFT. On-site training is offered through a district based program. Building level supervision, training and assistance is carried out by the Principal, or his designee on a daily basis in all the participating schools. The Coordinator has carried out training activities. This past June, the AVANTI staff under the supervision of the Coordinator undertook a major staff training activity. A group of 13 teachers met for an hour and a half after school for fifteen workshops designed to plan and develop an Italian Language Arts instructional plan for grades K-9 as well as preparing a draft for a Career Education plan for grades 6-9. The workshops were well designed. Small clusters of teachers worked together according to grade level to develop the curriculum plan. The activities of the workshops included designation and setting of goals, objectives of the curriculum, planning the strategy to meet the objectives, selection and gathering of the materials, drafting of the curriculum plan for each grade, revision and final drafts. During the coming school year, follow-up one-to-one meetings by the Coordinator with the teachers using the curriculum plan will give the feed-back necessary for revisions and changes needed for a final format.

A large number of teachers attended the Italian Bilingual Educator's Association (IBEA) Conference. The AVANTI Coordinator presented a workshop on curriculum materials at the same conference. Many of the AVANTI students also participated at the conference performing and assisting in various cultural activities on the program.

In conjunction with the inservice training program, the Deputy to Superintendent held a meeting with the bilingual staff for a district coordination of the various cultural activities to be held in the district for the celebration of Italian Culture Week. On the building level, the principals at the three participating schools held meetings with staff and planned activities in each school for the same

event.

Committees were formed for the preparation of materials to be used in class, visitations, publicity, luncheon and assembly program. An integrated effort on both staff and student level was encouraged and successfully carried out for the celebration.

E. Parental Involvement

Parent and community involvement continues to be very high, as in the previous years. They attend the regularly scheduled Parent Advisory Committee meetings, as well as Parent Teacher Association meetings. Two participating elementary schools have bilingual parent representation on the school's PTA executive board level. They cooperate with the teachers, students and paraprofessionals in the prepartion of cultural activities. Parents seem very pleased with the program's implementation at all three participating schools and look forward for its continuation.

F. Dissemination

Many efforts have been made to disseminate the program's successes through various channels, class newsletters, AVANTI Newsletters as well as encouragement of visitors to the program. Some visitors came from other states, as well as from other countries.

Various school activities have been given coverage in local and city-wide dailys. Radio and T.V. coverage have also been provided to the program. The observer/evaluator commends these public relations efforts, especially at this time, when bilingual education is being attacked daily.

FINAL EVALUATION REPORT

E.S.E.A. TITLE VII MULTILINGUAL PROGRAM
HABILE: HAITIAN BILINGUAL EDUCATION
FUNCTION NUMBER 5097-87601

1. PROGRAM DESCRIPTION

The HABILE component of the E.S.E.A. Title VII Multilingual Program is currently in its third year of implementation. Like last year, the program functioned in the following two separate schools: P.S. 384 and I.S. 291. But unlike the previous year, this is the first time the program started at the beginning of the school year.

A. OBJECTIVES

The main objective of the HABILE program designed to serve the French/Creole language-culture group in District 32 is to maintain normal academic progression through the grades, while developing fluency in the English Language.

It does so by providing courses in all substantive areas in English, Creole or French. It facilitates the learning process by developing linguistic skills in English and Creole (or French).

It aims at developing a more positive self image through recognition and acceptance of the Haitian culture.

It intends to promote improved human relations and an understanding and appreciation of American and Haitian cultures through a comparison of their similarities and differences.

It was anticipated that curriculum materials appropriate for this program would be developed and/or adapted from those available due to the present sparcity of truly relevant materials. The program also aimed at involving parents of the participating students in a variety of ways such as Workshops, Community Programs,

Conferences, periodic English lessons, etc.

B. PARTICIPANTS AND PERSONNEL

The program is geared to service students who are French or Creole dominant. Students who are French and/or Creole dominant and participating in the program last year continued to be served by HABILE. Additional students were placed in this bilingual program as the result of recommendation of school administrators, guidance counselors, teachers and parents. Further, a certain number of English dominant French/Creoloe background children also participated in the program.

The program functions at two levels: elementary and intermediate. The elementary program, consisting of 70 students, was housed at P. S. 384, while the Junior High School group was in operation at I.S. 291. The latter encompasses grades 7 and 8 in one self-contained class, while the elementary grades met in three separate groups, grades 1-2, grades 3-4, grades 5-6. Each of the elementary groups met in self-contained groups for part of the day and were served by 1 teacher and 1 para. Last year there were 2 paras, but the building administrator indicated to the evaluator that some change in the design caused the program to be funded for only 1 para this year. During the rest of the time, the students were programmed to be instructed by English dominant teachers. The entire staff of the HABILE Program, including teachers and paras, was French/Creole language and Haitian culture dominant.

The Intermediate School group of 20 students remained together as a group for all major subjects and were served by a teacher and a paraprofessional both dominant in Creole and French.

Both at P.S. 384 and I.S. 291 there is ongoing articulation between the Title VII staff and other personnel in the school to enhance the services.

The project also has a dynamic coordinator who has overall responsibility for the implementation of the program. In addition, he also maintains close communication between building administrators, District Office and staff members.

C. PROGRAM ACTIVITIES

As noted previously, the program was able to start on time this year in both P.S. 384 and I.S. 291.

At the elementary level, grades 1-6, the participating students are instructed in the French Language in the following areas: Math and Social Studies. Instruction is given in the content areas of English and Science through the medium of the English Language. Students receive daily instruction in French Language Arts and English Language Arts.

In accordance with the curriculum established by the Board of Education of the City of New York, HABILE students follow the same prescribed course of study. During the remaining periods of the day, HABILE students are mainstreamed with the rest of the student body for activities such as Gym, Assembly, Lunch, etc.

At the intermediate level, grades 7 and 8, HABILE students receive daily instruction in Math, Science, Scoial Studies, English and French Lagguage Arts. Math and Social Studies are taught in French and/or Creole by a French and Creole dominant teacher and Science and English are taught by English dominant teachers with experience and/or knowledge of the content area in which they are teaching and of the French Language.

Also, teachers and paraprofessionals freely use the Creole Language orally to further explain the subject matter content of each lesson.

Each participating student in the program is tested on a pre-and post-test basis. The pre-test serves also as a basis to guide the teacher in placing the students in different instructional groups.

II. EVALUATION DESIGN AND METHODOLOGY

The evaluation consisted of classroom observations and interviews of key personnel.

A. Observations

The HABILE classrooms were visited five times from January 27, 1978 to June 26, 1978. The purpose of these visits was to determine whether the program

objectives were being met and whether the program guidelines were followed. These observations have been used as the basis to provide information and recommendations which hopefully will pave the way for further improvement of methodology and techniques used in the project.

B. Interviews

The program staff, building principals and supervisors, the Program Coordinator, and some students were interviewed to determine what they perceive to be the strengths and areas in need of improvement of the program. The evaluator had only once the opportunity to interview the parents of four new students who entered the program on the day of his first visit to the Intermediate School. They just went with two of the children to P.S. 384 and they came to I.S.291 to register two others. The parents were very happy and reassured to find out that their children would be placed in a school environment geared toward the acceptance of their culture.

C. Testing

Five different tests were administered to obtain numerical evaluations of the HABILE Program. These tests included the Bilingual Syntax Measure in English and French, locally developed French language and math tests, and the Stanford Reading Test. Although this testing was done with considerable attention to detail, unfortunately it is of very little assistance in evaluating the effectiveness of the program.

The problem with this testing is two-fold. First, the objectives (what the program wants to accomplish) are stated in terms that are too general to be related to any test. Specific performance objectives must be chosen and clearly written before any testing is done if the test results are to be of any value in evaluating the program. Secondly, the math and French language tests are "teacher-made" tests. That is to say, there are no norms or reference points to use in judging how much growth should have been accomplished. Therefore, we do not know, for example, if a growth from 11 to 16 correct answers is average growth above average growth, or below average growth.

The Bilingual Syntax Measure in English is a test with only five possible scores (1, 2, 3, 4, 5) and the French version is based on a local translation which may or may not be valid. This test is designed only as a crude measure of a young student's or a foreign student's knowledge of a language. It is very poorly suited to measure their growth in a language.

We readily acknowledge that suitable tests in foreign languages are very scarce, and, accordingly, evaluation of a multi-language program is a most difficult task. In view, however, of the current national insistance that all federal programs, including multi-language programs, be responsible for showing that the funds expended are accomplishing some socially valuable objective, we must recommend in the strongest terms that this and the other components

in the Multi-lingual programs be promptly and carefully revised with regard to stated objectives and evaluation methodology to be used.

The results of the 1977-78 academic year are reported in the tables below by school-by grade-by test. Because not all of the tests are appropriate for each grade, there are varying numbers of tests reported for each grade, Since this is a relatively small program, some of the classes had very few students and statistical results in those cases are relatively meaningless regardless of whether the results are good or poor.

The results for all of the tests, except the Stanford, are raw scores. For the Stanford, the scores through the third grade are in percentiles and are probably the best measure of growth. The fourth grade and higher have scores expressed in grade equivalents. Both the pre-post and the expected-post (based upon an historical regression expectation) are reported. In this, the only test which can be interpreted with some degree of confidance, significant growth beyond that expected to occur without the benefit of the program was achieved in all grades except the eighth.

The original proposal had contemplated a total of 60 students in all grades. Pre and post tests were received from a total of 82 students in all grades. The component apparently served more students than had originally been anticipated.

TABLE

TITLE VII HABILE

SCHOOL 384

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
1	Paired Scores 2	BSM-Fr.	Pre	1	0.0		
			Post	2	0.0		
			Pre/Post			1	--**
	Paired Scores 2	BSM-Eng.	Pre	4	0.0		
			Post	3	0.0		
			Pre/Post			1	--**
	Paired Scores 3	Math	Pre	11.33	3.51		
			Post	26.00	3.00		
			Pre/Post			14.67	8.32*
	Paired Scores 3	Fr. L&A	Pre	12.00	4.00		
			Post	28.33	2.08		
			Pre/Post			16.33	13.59*
2	Paired Scores 4	BSM-Fr.	Pre	1.75	0.50		
			Post	2.00	0.00		
			Pre/Post			0.25	1.00
	Paired Scores 4	BSM-Eng.	Pre	4.00	.82		
			Post	4.00	.82		
			Pre/Post			0.0	0.00
	Paired Scores 4	Math	Pre	19.00	2.16		
			Post	25.00	2.16		
			Pre/Post			6.00	14.70*
	Paired Scores 4	Fr. L&A	Pre	16.75	4.11		
			Post	28.50	3.70		
			Pre/Post			11.75	5.31*
	Paired Scores 4	Stanford	Pre	39.75	16.58		
			Post	79.50	7.19		
			Pre/Post			39.75	4.66*
3	Paired Scores 14	BSM-Fr.	Pre	1.36	1.34		
			Post	1.79	1.05		
			Pre/Post			0.43	3.12*
	Paired Scores 14	BSM Eng.	Pre	4.79	.80		
			Post	4.86	.53		
			Pre/Post			0.07	1.00
	Paired Scores 13	Math	Pre	21.54	8.97		
			Post	29.15	6.49		
			Pre/Post			7.61	4.92*
	Paired Scores 13	Fr. L&A	Pre	15.92	10.10		
			Post	36.62	8.57		
			Pre/Post			20.70	6.00*
	Paired Scores 12	Stan.	Pre	29.75	40.26		
			Post	73.50	14.50		
			Pre/Post			43.75	4.05*

* Significant at 0.05 line.
** Can't compute. Growth is absolute.

TABLE

TITLE VII MABILE

SCHOOL 384

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
4	Paired Scores 17	Math	Pre	16.29	8.01		
			Post	29.94	6.87		
			Pre/Post			13.65	7.64*
	Paired Scores 17	Fr. L&A	Pre	20.18	8.46		
			Post	40.18	7.20		
			Pre/Post			20.00	7.72*
	Paired Scores 15	Stanford	Pre	2.71	1.09		
			Post	3.70	1.14		
			Expected	3.10	1.25		
			Pre/Post			0.99	5.69*
			Exp/Post			0.60	3.21*
5	Paired Scores 14	Math	Pre	21.43	8.22		
			Post	40.14	3.25		
			Pre/Post			18.71	8.31*
	Paired Scores 14	Fr. L&A	Pre	22.50	9.13		
			Post	38.14	8.64		
			Pre/Post			15.64	5.02*
	Paired Scores 14	Stanford	Pre	3.07	1.22		
			Post	4.75	1.23		
			Expected	3.35	1.33		
			Pre/Post			1.68	7.88*
			Exp/Post			1.40	6.27*
6	Paired Scores 14	Math	Pre	14.25	1.89		
			Post	31.50	8.54		
			Pre/Post			17.25	3.95*
	Paired Scores --	Fr. L&A		No Data			
	Paired Scores --	Stanford		Data not usable			

* Significant at 0.05 line.

TABLE

TITLE VII HABILE

SCHOOL 291

Grade	# of Students	Subtest	Pre/Post Expected	Mean	Std. Dev.	Growth	t Statistic
7	Paired Scores 7	Fr. L&A	Pre	31.86	8.25		
			Post	44.29	1.50		
			Pre/Post			12.43	4.46*
	Paired Scores 5	Stanford	Pre	2.60	1.22		
			Post	6.20	2.37		
			Expected	2.78	1.30		
			Pre/Post			3.60	3.84*
			Exp/Post			3.42	3.64*
8	Paired Scores 10	Fr. L&A	Pre	24.90	6.66		
			Post	39.00	5.70		
			Pre/Post			14.10	6.47*
	Paired Scores 7	Stanford	Pre	3.84	1.42		
			Post	4.60	1.86		
			Expected	4.09	1.51		
			Pre/Post			0.76	1.02
			Exp/Post			0.51	0.67

* Significant at 0.05 line.

III. FINDINGS OF PREVIOUS EVALUATION

The previous reports mentioned some problems which had prevented HABILE from completely reaching its objectives.

1. Previous Problem

A relatively small number of participating students at any one level.

Findings

It is still the case that the number of students participating does not warrant the formation of self-contained classrooms at any one grade level. Nevertheless, the number of students participating are slightly higher than last year. The present organizational design seems to be the most appropriate one and the one which can best serve the students participating in HABILE. Further study of the problem seems desirable. It seems that most Haitian students finishing the sixth grade at a Public School do not register in HABILE and go elsewhere. Is it because many parents do not understand the concept of bilingual education and think that the program will maintain the first language without teaching English? This opinion was expressed by a teacher at the intermediate level.

2. Previous Problem

In the past, the implementation of the program did not start on time.

Findings

This situation has been corrected alleviating some unnecessary problems and helping the program to be more effective.

3. Previous Problem

Some concern was expressed concerning the personnel competence in the use of the English language.

Findings

In this domain, serious improvement is still needed at the Intermediate School level. The present evaluator was satisfied with the qualification of the teacher in the program at the elementary level, P.S. 384. The building administrator highly praised this teacher.

IV. FINDINGS

A. Physical Setting

The physical appearance of the classroom at both schools has been improved over that of last year. The classrooms are well organized and their appearance conducive to learning, although the display of bicultural materials could be improved. Bulletin boards were appropriate for the time of month and in line with the curriculum area being taught.

The para at I.S. 291 is particularly gifted in decorating large bulletin boards in the halls with a variety of interesting and appropriate materials.

Although students in the classroom are allowed to move to different centers at specific times at the elementary level, they do so in an orderly and proper manner. Each student has the opportunity to work with the teacher, para-professional, and their fellow students. Also, as part of the instructional design is the assignment of participants to appropriate learning centers.

In one of the schools, the HABILE program's atmosphere is too rigid for teenagers and the information and instruction received should be more elaborate and more informative.

It is unfortunate that the HABILE class at Intermediate School 291 had to move three times since September 1977.

At the elementary level, they had to bear the inconvenience of an unlocked door during the whole year.

B. Materials and Equipment

Each of the classrooms has received additional materials purchased with the intent of improving the educational services provided to the participating students. There was a wealth of materials especially at the elementary level. Books and materials were available in English and French in all subject areas. Filmstrips and slides related to the Haitian culture were available. Since commercially prepared materisl for students of Haitian background are scarce, the staff has supplemented by creating their own and modifying texts that are commercially

available. In addition, materials have been developed at the District level for the HABILE youngsters. It consisted of study sheets and vocabulary lists, and lesson plans distributed to the teachers. There is still much need, however, for materials designed to motivate Haitian students' involvement in Creole and French languages and in Haitian culture.

C. Personnel and Interpersonal Relationships

The program is composed of bilingual personnel both at P.S. 384 and I.S. 291. The guidelines of the program are understood by the staff and consequently adherence to those guidelines is observed.

The great concern for the improvement of bilingual education at the District Office is shared by building principals and supervisors. They are supportive of the program and give full assistance and cooperation. They expressed an enthusiastic desire for its continuation and development. At the elementary school, the building principal had again high praise for the bilingual teacher. At the intermediate school level, the administration had high prise for the contribution which the program is making towards the school, but some reservations about the personnel.

The evaluator noticed less good working relationships between the teachers and paras than during the previous year.

At the intermediate level, there is a need for planning of language use in the classroom. It does not seem advisable in the same period, for one topic, e.g. math or social sciences, to constantly mix up three languages, namely Haitian Creole, French and English, quite often in one sentence.

Better grouping and more active participation of the students in the classroom at the intermediate level could prevent too much emphasis on lecturing, which seems to favor boredom and ensuing lack of discipline.

The evaluator noticed that insufficient attention was given to the problem of introducing and welcoming new students into the program at the intermediate level. New seventh or eighth graders arriving from Haiti should not suddenly find themselves sitting for the first time in a New York classroom, without having received

a warm and guided welcome into their new environment. They should not be simply assigned a seat and given a test in French. Furthermore, upon his arrival in the classroom, an ESL American teacher should not have to notice two new faces in the group without having been advised (at least by a written note on the desk) that two new 7th/8th graders just came to the class this very day, and have absolutely no knowledge of the English language.

At the intermediate school, the evaluator noticed inaccuracies and lack of information of a roster on March 14, 1978. But otherwise, folders for children in the program are available in each classroom.

The work, competency and commitment of the teacher at P.S. 384 deserve much praise and constitute an asset to the HABILE program as witness the enthusiastic and joyful participation of the children and the high praise from the administration.

It is the feeling of the evaluator, that the dynamic coordinator has been a key factor in establishing and maintaining the smooth operation of HABILE.

D. Program Procedures

The emphasis in HABILE is on the acquisition of content matter and English language. Students participating in the program receive instruction in both English and French. Where Creole needs to be used this is done with no reservation.

All the students are exposed to English dominant teachers as well as French/Creole dominant teachers and paras. Consequently, they are provided with the best model available.

The paraprofessionals provide assistance in the instructional process. On most observations, groups of students were observed working with the teacher, working with the educational assistant and working independently.

It is worth mentioning, that great assistance has been provided at the intermediate level through consultants from the Bilingual Regional Resource Center.

Students are encouraged to excel in their academic studies as well as to be creative and imaginative. They have done diverse works of art (painting, drawing, sketches) and other interesting matters (construction of objects with copper foil, belts with macrame).

Both schools participated at the Bilingual Education Week and the execution of beautiful Haitian folk dances had a legitimate success. Besides the Bilingual Education Week celebration, the HABILE class of I.S. 291 took part in many activities sponsored by the school, such as Puerto Rico Discovery Day and PanAmerican Day.

The evaluator feels that the Newsletter of the HABILE component for the month of June is an interesting realization and would suggest its publication on a two or three times basis during the school year.

The HABILE program has been represented by its Coordinator, the teachers, paras and/or students at the different bilingual manifestations sponsored by the Board of Education and involving participation of the Haitian community during this school year.

E. Training and Support

The Coordinator carries on-site supervision of the project and gives workshops regularly at each school site. He conducts workshops on a monthly basis at the District Office. Last year, the frequency was higher since workshops were scheduled twice a month. The frequency has been somewhat curtailed this year on the assumption that in the previous year it was too demanding and time-consuming. It seems that on a monthly basis, the instructional methodology provided in the skill areas of major subject areas in two languages has a better chance to be absorbed.

A test in French Language Arts has been developed designed specifically for students of Haitian background. However, the results are still unknown.

F. Parental Involvement

Parents of participating students are only implicitly involved in the HABILE Program. At the district-wide Parent Advisory Council, the attendance of HABILE parents continued to be rather poor. The reason generally given for this is that most of these parents worked during the day and were thus unable to present themselves. The HABILE staff continued to make several attempts to contact parents and have them involved in the PAC Conference and Public Meetings but with little success.

The relation of the parents with the teachers are good on a personal basis as far as their own children are concerned.

G. Adherence to Program Guidelines

The HABILE Component of E.S.E.A. Title VII-Multilingual Program adheres to the commitments stated in the proposal. All rules and regulations are followed, hence, adherence to program guidelines in in effect.

V. CONCLUSION AND RECOMMENDATIONS

The evaluator feels that HABILE should definitely be recycled. This statement is based on classroom observations, interviews and meetings with principals, school personnel, and staff program. A most positive result of the program is the sense of identity developed in the participating children. They seem to feel very secure and they adjust well to their new environment. The new-comers have been spared the trauma caused by the cultural shock felt by many less fortunate students during their first months in an American school. They do not have the feeling of losing whatever they learned previously, which is a positive academic result. They seem to adjust to the new environment with no hostility or aggressiveness towards other ethnic groups. The evaluator was particularly impressed at P.S. 384 by the excellent and friendly relationship existing between the Haitian students and other children from different backgrounds.

The evaluator noticed that the students in HABILE were eager to acquire the English language, and they were in no way impaired in their efforts in that direction by the opportunity to freely use their native language in school. Since many of

the students were observed in both schools by the same evaluator last year, it was not difficult for him to notice their progress toward more fluency in English. And this observation was confirmed by what the building administrators noticed themselves and mentioned during the interviews.

Recommendations for implementation of the program during its next phase are as follows:

- o A more oral approach should be encouraged in the teach of French at both elementary and intermediate levels.
- o Students should be organized in more homogeneous instructional groups.
- o A more flexible atmosphere and a more active participation should be provided for the teenagers of the program.
- o Serious attention should be given to the way and manner new students are welcomed into the HABILE program during the school year.
- o Although free use of the native language of teenagers should be encouraged and valued, care should be taken by personnel to avoid excessive mixture of different languages in short explanations and/or in the same sentence.
- o Since the ability to spontaneously acquire a new language is generally thought by linguists to diminish from puberty on, serious attention should be given to the staff competence in English at the intermediate level.
- o No change of classroom should occur during the school year.
- o Training and support should be continued in the form of demonstration lessons and workshops.

EXECUTIVE SUMMARY

A. Description of the subjects

This report deals with the implementation of the HABILE component of the E.S.E.A. Title VII Multilingual Program currently in its third year at P.S. 384 and I.S. 291.

The program services the needs of students who are French or Creole dominant and of Haitian culture background at the elementary and intermediate levels.

It consists of some 90 students from 1 to 8 grades. The HABILE staff comprises a Coordinator, two teachers and two paraprofessionals, all familiar with the languages and culture of the Haitian community.

Instruction is given in the French language in the areas of Math and Social Studies and in the English language in the content areas of English and Science. Daily instruction is provided in French Language Arts and English Language Arts. Free use of the Creole language is made orally to further explain the content of each lesson.

The students are mainstreamed for activities such as Gym, Assembly, Lunch, etc.

The HABILE students are exposed to English dominant teachers in some areas of the curriculum.

B. Objectives of the project and of the evaluation

The HABILE program aims at maintaining normal academic progression through the grades while developing fluency in the English language. It intends to facilitate the learning process by developing the students; skills in their native language and in English.

It aims at developing a more positive self-image in the participating students.

The program pursues the goal of facilitating the transition from Haitian culture to American culture through a comparison of and a respect for their similarities and differences.

The purpose of the evaluation was to determine whether the program objectives were being met and the guidelines followed and to provide information and recommendation for further improvement of the project.

C. Evaluation procedures

The plan of evaluation involved classroom observations and interviews of key personnel.

Five visits were made to the classrooms from January 27, 1978 to June 26, 1978.

Interviews have been conducted with the Program Coordinator, the building principals, teachers, paras and some students.

D. Findings, Conclusions and Recommendations

Some problems of the previous years are not completely solved:

1. relatively small number of participating students at any one level
2. some concern expressed on the personnel competence in the use of the English lanugage at the intermediate level
3. lack of involvement of the parents.

The implementation of the program started on time contrary to the previous years.

The physical setting is appropriate at both schools. However, the HABILE class at I.S. 291 had to move three times during the school year.

Materials and Equipment have been somewhat improved although much need is still felt for cuturally appropriate materials.

Adherence to the guidelines of the program had been found in the staff and general support for the project in the schools from principals and other personnel.

At the intermediate level, the evaluator noticed a need for planning the use of the three different languages in the classroom; a need for better groupings and more active participation of the students; insufficient attention given to new students entering the program during the school year; too great an emphasis on

lecturing and ensuring lack of discipline; a need for improvement of fluency in English in the personnel.

The evaluator found that the students, particularly at the elementary level, feel secure. He also noticed improvement in the fluency in English of the students at both schools.

In general, the students in the HABILE program are developing a positive attitude toward the school. They are eager to acquire the English language. They develop friendly relationships with students of other ethnic backgrounds. They participate in works of art.

The evalutor found that the dynamic Coordinator provides training and support to the staff and assures a smooth communication between the personnel, the school administrators and the District.

Therefore, the evaluator recommends that the HABILE program be definitely recycled.

He recommends that no change of classroom occur during the school year:

that a more oral approach be used in the teaching of French;

that students be organized in more homogeneous groups;

that teenagers participate more actively in the classroom;

that new students be carefully welcomed;

that mixture of different languages be avoided in short explanations;

that serious attention be given to the staff competence in English at the intermediate level.

Curriculum-vitae

Isabel M. Cid de Sirgado
Born in Havana, Cuba - U.S. Citizen 7. P1:13

Education:

Elementary and Secondary Schools in Buenos Aires, Argentina and Havana, Cuba. Undergraduate work at the University of Perugia, Italy and Havana University, Cuba. Received in 1960 the "Licenciatura en Filosofía y Letras". Ph. D. 1971, New York University, New York.

Positions held:

1957-60 Teacher of Italian at the Italo-Cuban Societá Dante Alighieri di Cuba, Havana, Cuba.

1962-66 Teacher of Spanish and Head of the Language Department at the Henley High School, Jamaica Estates, N.Y.

1965 - (Summer) Instructor of the NDEA Summer Language Institute for High School teachers at Howard University, Washington, D.C.

1966 (Summer) Instructor of the NDEA Summer Language Institute at Hofstra University, Hempstead, Long Island, N.Y.

1966-to-date. Teaching in the Spanish Department at Hofstra University. Presently: Associate Professor of Spanish and Comparative Literature, Chairman of the Department and Director of the University's Interdisciplinary Bilingual Program. (Graduate and Undergraduate).

1973-74 Coordinator and program evaluator for the Bilingual Program in the Elementary Schools of the Hempstead School District in Nassau County, N.Y.

1974-to-date. Consultant for the B.O.C.E.S. Bilingual Program Board of Cooperative Education Services of Nassau County that supervises school Districts with Bilingual Programs (k-12)

1974-to-date. Director of the Hofstra in Spain Summer Program, Madrid, Spain.

1975 Curriculum Consultant for M.A.P. (Materials Acquisitions Project) San Diego, Calif. (Title VII).

1975-to-date. Project Director, Fellowship Program, M.A. in Bilingual Education. A Federal Project from the U.S. Office of Bilingual Education.

Project Advisor for Bilingual Education Reading Program Central Islip School District, Suffolk County.

1975-to-date. Project Director, Institutional Development Grant for Bilingual Education undergraduate studies program. A Federal Project from the U.S. Office of Bilingual Education.

1975-to-date. Project Director Title VII Bilingual Fellowship Program.

Project Director. Title VII Institutional Development Grant for the development of Doctoral Programs in Bilingual Education, a Federal Project from the U.S. Office of Bilingual Education.

Editor of the Bilingual Magazine of NABE. (National Association of Bilingual Educators).

Reader and consultant for the U.S.O.E., O.B.E. for Title VII Proposals (United States Office of Education), (Office of Bilingual Education).

Evaluator Title VII Bilingual Program, District 29 Queens.

1976 Member of the HEW national commission on teacher competencies for Bilingual Education teacher training programs.

1977 Invited participant by NIE and OBE to the Regional Conference of the National Clearinghouse Hearings on Bilingual Education.

Evaluator Title VII Bilingual Program, Lawrence School District, Long Island, N.Y.

Consultant Bilingual Programs, District 30 Queens, N.Y.

Consultant Bilingual Programs, District 28, Queens, N.Y.

Member Board of Directors, Family Service Association of Nassau County.

Member of the Executive Committee of the New York State Consortium of Colleges and Universities on Bilingual Education.

Secretary of the Consortium.

Lectures:

1971 MLA National Convention in Chicago.

1974 "Bilingual Education and Social Justice", presented to the National Conference of the AATSP at Denver, Colorado.

1975 Panel on Bilingual Education, presented to NYATFL at Lake Kiamesha, New York.

Panel on Bilingual Education at the Fourth National Conference on Bilingual Education, Chicago, Illinois.

1976 DACBE National Conference on Bilingual Education, Los Angeles, California.

Discussion leader on the topic of "Competencies for the Bilingual Teacher in the Area of Culture" to the first Midwest Conference on Teacher Training for Bilingual Education.

Panel on Bilingual Education at the Fifth National Conference on Bilingual Education, San Antonio, Texas.

Panel on Bilingual Education, ACTFL, New Orleans.

1977 Panel on Bilingual Education DACBE National Conference San Francisco, California.

Participant New York State Bilingual Education Conferences Reading - Reading Conf., New Paltz, N.Y.

Consortium Conference, Saratoga Springs, N.Y.

In addition, I have given several lectures at high schools and colleges during recent years.

Published Works

Articles: "Dove si sente l'Universalitá dello Spirito" Giornale D'Italia, Dec. 1, 1956. Rome, Italy.

"Existencia y Dios en Unamuno", XII International Congress of Philosophy, held in Venice, Italy 1958.

"En torno al Laberinto de la soledad de Octavio Paz" Hispanofila, Chapel Hill, N.C. 1969.

"A revival of Molière's Tartuffe through a forgotten play of Moratín". Romance Literary Magazine, University of Georgia,1972.

"La lengua en la educación bilingüe" Introducción a la Educación Bilingüe, Anaya - Las Américas.

Books: Afrancesados y Neo-clásicos:su deslinde en el teatro español del siglo XVIII, Cultura Hispánica.

Las dos poéticas de Ignacio Luzán (Edición Crítica) Ediciones Cátedra, Madrid, 1974.

Método Alpha a series of nine workbooks and textbooks (K-1) a method for teaching Spanish for Latin-American children in the U.S.A. (Bilingual)
Ediciones Anaya - Las Américas, New York, 1974.

Modismos al momento, Newbury House Publishers, Inc., Rowley, Mas. 1977.

In Press: Insights in Bilingual Education (Editor with Prof. Albar Peña and José Vazquez) Las Americas Publishing Co., New York, N.Y.

Professional Organizations: Member of MLA, AATSP, NYSAFLT, ACTFL, NABE, ADFL.

Honors: Sigma Delta Pi (Hispanic National Honorary Society)
Recipient of the Don Quijote Award
Sigma Kappa Alpha
Pi Delta Phi (National French Honor Society)

Travel: I have traveled extensively through all of Latin America The Western European countries, Africa and the Orient.

Languages: English, Spanish and Italian (reading, speaking and writing).

7/6/77

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PROFESSIONAL EXPERIENCE

1975-75 — Board of Cooperative Educational Services of Nassau County,
Salisbury Center, Westbury, New York 11590
Bilingual Unit, Division of Research and Development
Curriculum Specialist in Italian and Teacher Trainer

1970-74 — State University College at Oswego, Oswego, New York 13126
Instructor in Italian
Basic grammar courses, Survey, Civilization, 20th Century.
Novel in translation, Advanced composition and conversation

1969-70 — Queens College of C.U.N.Y.
Instructor in Italian
Basic grammar courses, Advanced composition and conversation
and 20th Century Novel

1968-69 — Queens College of C.U.N.Y.
Part-time Instructor

1967-68 — Queens College of C.U.N.Y.
Teaching Assistant in Italian

6-8-1966 — Our Lady of Fatima R.C. Church, New York, N.Y.
Remedial English to elementary school children
Special program for the culturally disadvantaged.

EDUCATIONAL BACKGROUND

1970-71 — COLUMBIA UNIVERSITY
Graduate Faculties - Doctoral Program in Italian
Course requirements not completed

1967-70 — QUEENS COLLEGE OF CUNY
Graduate Studies. Specialization: 20th Century Italian
Novel and Renaissance
M.A. Degree awarded February, 1970
Thesis: CESARE PAVESE E LA SUA RICERCA DI UNA POETICA

7-8-1967 — UNIVERSITY OF PISA
Summer Abroad Program - CUNY
Certificate of outstanding merit in the knowledge of Italian
language and literature. Awarded August, 1967.

EDUCATIONAL BACKGROUND (CONT'D)

1967-1957	C.C.N.Y. (Evening Division) Undergraduate studies. Specialization: Intellectual History of Renaissance and 19th Century Europe B.A. Degree awarded June, 1967.
1957-1954	NEWTOWN HIGH SCHOOL, Elmhurst, New York Studies focused on modern languages and history Academic Diploma, Cum Laude, June, 1957
1954-53	J.H.S. 16 Corona, 68, New York
1950-53	SCUOLA MEDIA "GIOSUE CARDUCCI" Aquila, Abruzzi, Italy
1945-50	SCUOLE ELEMENTARI Villa S. Maria, Chieti, Abruzzi, Italy

PERSONAL DATA

Marital Status - Married - one child
Date of Birth - July 22, 1939
Place of Birth - Ateleta, Italy

Citizenship Status - American
Weight - 125 lbs.
Height - 5' 2"

HONORS AND ACTIVITIES

1967-1969	Queens College of CUNY: Teaching Fellowship in Italian
7-8-1967	Queens College of CUNY: Full scholarship for Summer Abroad Program to the University of Pisa in Viareggio.

State University College at Oswego: Advisor in Italian Club
Queens College: Advisor of the Italian Club

MEMBERSHIP IN PROFESSIONAL SOCIETIES

Modern Language Association, Italian Teachers Association, Istituto Italiano di Cultura, Casa Italiana of Columbia University, Italian Charities of America, NAACP, American Civil Liberties Union.

INTERESTS

Skiing, hiking, camping, intraumural volley ball, tennis, theatre.

REFERENCES

References will be furnished upon request by the Office of Placement, Queens College of CUNY, Flushing, New York 11367.

JEFFERSON M. LATHAM
Educational Researcher
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Professional Experience

1973- Independent Research Consultant. Statistical and computer analyst for institutional and educational research studies. (see current listing)

1973-1975 Center for Policy Research, Inc. Research Associate in statistics and computer analysis for continuing study of TV industry.

1973-1974 Hofstra University, New College. Research Associate performing institutional research, testing, and evaluation. Research consultant to faculty.

1970-1973 Nassau Community College. Instructor in Secretarial Science for management, communications, and skills.

1957-1970 Insurance Industry. Independent consultant, investigator, and negotiator specializing in business management, manufacturing processes, and construction.

1955-1956 U.S. Army. Lieutenant, Ordnance. Service in Germany.

Academic

Hofstra University, Hempstead, NY	Ph.D., Institutional/Educational Research & Psychometrics, 1975.
Hofstra University, Hempstead, NY	M.B.A., Management, 1963.
Hofstra University, Hempstead, NY	B.B.A., Management, 1954.
Cornell University, Ithaca, NY	English (creative writing).

Professional Associations

American Educational Research Association
SIG on Multiple Linear Regression
NYS Administrators in Compensatory Education (ACE)
American Arbitration Association
Phi Delta Kappa

Recent Publications and Reports

Kinsel, J. and Latham, J. A Comparison of Two Course Evaluation Forms: The Hofstra University Course and Teacher Evaluation Questionaire and the New College Course Evaluation Questionaire. Report to New College, June 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Kinsel, J. and Latham, J. An Evaluation of the "Living-Learning" Unit: New College, 1973-73. Report to New College, July 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Evaluation of Questionaire on "The Political Economy, the Family, and the Role of Women." Report to New College, April 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Course Evaluation: A New Approach. Report to New College, October 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. Special Studies Program (SSP) Interview Instrument. Report to New College, October 1974. Hempstead, NY: New College Educational Research Office, Hofstra U., 1974.

Latham, J. "An Evaluation of Course Evaluation." A paper presented at a meeting of the Educational Psychology Conference, Hofstra U., Hempstead, NY, June 8, 1974.

Latham, J. "Comparison of Reading Program in Great Neck and Plainview Schools: Interim Report at Second Year of Study." Unpublished report to Great Neck Public Schools under a grant from BOCES, August, 1974.

Latham, J. BMD.02R Step-wise Regression with Added Output and Options (Documentation). Hofstra U. Academic Computing Center, January, 1975.

*Federal Communications Commission. Report by Dr. Harvey J. Levin in the matter of "Amendment of secs. 73.35, 73.240, and 73.636 of the Commission's Rules Relating to Multiple Ownership of Standard, FM and TV Broadcast Stations. Docket No. 18110, 1974.

*Levin, H. "Franchise Values, Merit Programming and Policy Options in Television Broadcasting," in Regulating the Product - Quality and Variety. Edited by Richard E. Caves and Marc J. Roberts. Ballinger, 1975.

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*On these projects, I was Research Associate with responsibility for data management and statistical analysis.

Recent Publications and Reports, continued

Latham, J. The Effect of Change in Barometric Pressure on Task Performance. Doctoral dissertation. Hofstra U., 1975.

*Levin, H. An Economic Analysis of Proposals to Improve VHF Television Service in the State of New Jersey. A report to the New Jersey Coalition for Fair Broadcasting, (for submission in FCC Docket No. 20350). July, 1975.

Woog, P., Latham, J., & Kaufman, A. Evaluation of the EPIC Program for Baldwin Public Schools. 1975.

*Project Individualized Instruction, an ESEA Title III Project. The Effect of Individualized Instruction on Selected Cognitive and Affective Measures. BOCES, 1975.

Latham, J. Evaluation of Perceptual Conditioning for Decoding Program. A report to Dr. Evaline Felsten, Director. NYC Public Schools, 1975 and 1976.

*Domenech, D. Evaluation of Individualization Program in the Bellmore Elementary Public Schools. BOCES, 1975.

Latham, J. Study of Math Program,--A Five-Year Longitudinal Analysis. A report to Bronxville Public Schools, 1975.

Latham, J. A Study of the Westbury Pre-K Program. Westbury Public School, 1976.

Current or Recent Projects

Instructor in Statistics and Management. School of Business, Hofstra U., 1975-77.

Evaluator of Compensatory Education Programs for Westbury and Patchogue Public Schools and Research Consultant to the districts, 1975-76.

Statistical analyst for seven-year study of schizophrenic children treated at the Henry Ittelson Center for Child Research, Dr. N. Goldfarb, Principle Researcher.

Research associate for Statistical Analysis and Data Management for two-year further study (1976-1977) of the TV industry supported by NSF grant, Dr. H.J. Levin, Principle Researcher.

Research specialist for evaluation of Nursing Center for Family Services, a project funded by Wood-Johnson Foundation. Responsible for cost effectiveness analysis.

Current or Recent Projects, continued

Research consultant to District 32, NYC Public Schools, Guidelines, Inc., principle evaluation agency.

Research specialist for Rockland Project (Willowbrook State Hospital), Magi Associates, principle evaluation agency.

Principle researcher on study to develop screening procedures for gifted and talented children, Westchester Public Schools.

Consultant to Mount Pleasant Public Schools for PSEN.

Project Director on management evaluation of LRC units for the State of New Jersey, through Capla Associates.

A SUMMARY OF PERSONAL DATA

ARTHUR A. CARIN

Home Address: 12 Richmond Avenue, Jericho, N. Y. 11753
Phone No. 516-681-6598

Present Position: Professor of Teacher Education
Queens College of the City University of New York
Flushing, N. Y. 11367
Phone No. 212-445-7500, ext. 387

Personal Information: Born November 27, 1928 in Brooklyn, N. Y. Married, three children, wife teacher. World War II veteran with Medical Corps, in Japan for 2 years.
Height 6 ft., weight 165 lbs. Health- excellent

Education:

Degree	Institution	Date
Academic	Brooklyn Technical H. S.	1946
B. S.	Oswego State Teachers College	1950
M. A.	Queens College	1954
---30 credits	New York University	1954-55
Ed.D.	University of Utah	1958

Professional Experience:

Elementary School Teacher	Great Neck, N.Y.	1950-55
Instructor	Univ. of Utah	1955-58
Assistant Professor	Queens College	1958-62
Chairman, Elementary Ed.	Queens College	1962-64
Assist. to Chairman, Education Dept.	Queens College	1964-66
Assist. Dean of Teacher Education	Queens College	1966
Visiting Professor -	State University of New York, New Paltz	Summer 1960
Visiting Professor -	Adelphi University	Summer 1961
Assistant Professor-	Geography Dept. Queens Coll.	Summer 1962
Visiting Professor -	Hofstra University	Summer 1964
Adjunct Professor -	Adelphi University Graduate Program	1962-67
Adjunct Professor -	Hofstra University	1962-66
Visiting Professor -	Long Island University Merriweather Campus	Summer 1966
Visiting Professor -	University of Utah	Summer 1966
Adjunct Professor -	Long Island University Merriweather Campus	1966-69
Visiting Professor -	University of Utah	Summers 1970, 1971

Other Relevant Experience:

Medical Administrator	U.S.Medical Corp-Tokyo, Japan	1946-48
Recreational Director	(Saturdays) Public Schools, Great Neck, N.Y.	1951-55
Recreational Director	Camp Robinson Crusoe, Sturbridge,	Summer 1952
Educational Director	World Book Encyclopedia	Summer 1954
Instructor	New Americans Program - Great Neck Public Schools	1953-55
Member and President	Jericho, N.Y. Public Schools Board of Education	1961-67
Project Director of	Public Schools, District 32,	1976 to present

Other relevent experience: (con't)

Director, Curriculum In-Serv. Workshops	Public Schools, Port Chester, N.Y.	1958-61
Director, Science In-Serv. Workshops	Public Schools, New Hyde Park, N.Y.	1961-62
Director, Science In-Serv. Workshops	Public Schools, East Williston, NY	1962-63
Director, Science In-Serv. Workshops	Nassau-Suffolk Early Childhood Association	1958-62
Director, New York State Physical Science Institute	Queens College	Summer 1963
Director, Science in-serv.Workshops	Public Schools, Floral Park N.Y.	1964-65
Director, Science In Serv.Workshops	Public Schools, No.Merrick, N.Y.	1966-67
Director, Science In Serv.Workshop	Public Schools, North Shore & Glen Cove	
Director, Science In Serv. Workshops	Public Schools, Jericho, N.Y.	1967-68
		1968-73

Publications:

a) Books

Understanding the Disabled (Experiences in Citizenship for Elementary School Children) Co-Author, published in 1956 by CitizenshopEducation Project of Teachers College, Columbia University. 20 pages.

Science Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1959, 100 pages.

Language Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1960, 100 pages.

Mathematics Curriculum - Kindergarten to Twelfth Grade, published by the Port Chester Public Schools for use in their schools, 1961, 85 pages.

Teaching Science Through Discovery, Charles E. Merrill Books, Columbus, Ohio, 448 pages, 1964.

Science Curriculum - Kindergarten Through Sixth Grade. Union Free School District #3, Floral Park, N. YY. 1965, 244 pages.

Teachers Guide to accompany Teaching Science Through Discovery, Charles E. Merrill Publishing Co. Columbus, Ohio, 1966. 84 Pages.

Discovery Teaching In Science (abridgement paperback), Charles E.Merrill Publishing Co. Columbus, Ohio, 1967. 180 pages.

La Ensensanza De Las Ciencias Por El Descubrimento (Spanish translation of Teaching Science Through Discovery) Union Tipografica Editorial Hispano - Americana, Mexico City, Mexico, 1967. 578 pages.

Japanese translation of Teaching Science Through Discovery, Charles E.Tuttle Co. Tokyo, Japan, 1968. 594 pages.

Dimension 120 produced by New Dimensions in Education, Inc., Long Island House, Jericho, N. Y. 1968. Multi-media science reading materials and wrote 100 science experiments in teachers manual. 286 pages. Also served as science editor for project.

Other relevant experience: (con't)

Dimension 99 produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1968. Multi-media science reading materials and wrote 100 science experiments in Professional Teacher's Manual. 110 pages.

Name of the Game produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1968. Multi-media science reading materials and wrote 100 science experiments in Professional Teacher's Manual. 122 pages.

Project Alpha produced by New Dimensions in Education, Inc. Long Island House, Jericho, New York, 1969. Multi-media science reading materials in Professional Teacher's Manual. 108 pages.

b) Journal Articles

Articles for Jericho Schools Newsletter, published by the Jericho Public Schools for each resident of the town:
Procedures for Selection of Jericho's new Superintendent of Schools 1962 - 2 pages.
Function of a Board of Education - 1962 - 2 pages.
An Educator on a Board of Education - 1962 - 2 pages.
Description of Population Survey and its Use in Planning High School Expansion - 1963 - 3 pages.
Brochure for Swimming Pool and High School Expansion Vote - 1963-8 pages.
Questions and Answers Concerning Swimming Pool and High School Expansion Vote - 1963 - 1 page.

Articles for Curriculum Bulletins published by the Port Chester Public Schools for use by their teachers during 1958-60:
Homework - 3 pages - 1958
Description of the science curriculum grades K-6 - 1959- 12 pg.
Description of Math. curriculum grades K-6 -1959 - 11 pg.
Description of Language curriculum grades K-6 - 1960 - 18 pg.
Recommended supplies and materials for science program grades K-6 21 pages - 1960
Recommendations for storage and other facilities for teaching science. 13 pages - 1960

"Let the Presses Roll", Elementary School Science Bulletin, published by the National Science Teachers Assoc. #33, December 1958, pp.2-3

"Periscopes", Elementary School Science Bulletin, published by the National Science Teachers Assoc. #38, Feb. 1959, pp. 1-2

"Reading and Solving Science Problems", Trends in Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio, December 1967, pp.24-25.

Science Curriculum Survey - Grades 7-9 collaborated with Queens College Colleague, Nathan S. Washton. Questionnaire sent to 430 city and state science supervisors for Wadsworth Publishing Co. Belmont, California, 1968.

Academic and professional honors:

Listed in Leaders in American Science, Volume IV (an Illustrated Biographical Directory of Eminent Leaders in Research, Industrial, Governmental and Educational Scientific Fields in the United States and Canada) under Science Education, p. 129.

Academic and professional honors: (continued)

Elected to the National Association for Research in Science Teaching.
Selected for Phi Delta Kappa, a national educational research, service and leadership fraternity for men.
Elected to the Executive Board of the Metropolitan New York City Teacher Education and Professional Standards Commission of the National Education Association 1965-67.
Book, Teaching Science Through Discovery 1964, published by Charles E.Merrill Company, selected for the Educators Book-of-the-month Club for 1965, by Prentice-Hall Publishers.

Book, Discovery Teaching in Science, 1966, published by Charles E. Merrill Book Company, selected as the Outstanding Science Education Book for 1967-68 in the following publications:

Grade Teacher, January 1968, page 97
Teacher's Edition, Weekly Reader, February 14, 1968, p. 4
National Education Journal

Book, Teaching Science Through Discovery (Second Edition), Charles E. Merrill Publishing Co., Columbus, Ohio, 626 pages, 1970.

Book, Teaching Modern Science, Charles E. Merrill Publishing Co., Columbus, Ohio, 273 pages, 1970.

Book, Developing Questioning Techniques - A Self-Concept Approach, Charles Merril Publishing Co., 169 Pages, 1971.

RESUME

NAME: Yves François Dejean
CURRENT ADDRESS: 649 Vanderbilt Avenue, Apt. 3R, Brooklyn, N.Y. 11238
TELEPHONE NUMBER: (212) 638-4404
BORN: May 16, 1927, Port-au-Prince, Haiti
SOCIAL SECURITY NUMBER: 305-64-0954
U.S. IMMIGRANT VISA: A-30 429 969

Higher Education:

Oblate College, Natick, Mass., 1947-1952
Ottawa University, Ottawa, Ontario, Canada, 1962-1963
Johns Hopkins University, Baltimore, Md., 1963-1964 (M.A.) (Hebrew)
Université d'Haïti, Institut d'Ethnologie, 1965-1966, 1967 (Linguistics)
Indiana University, 1970-1973 Ph.D. (French Linguistics) 1977
New York City Community College, 1974 (Education)

A native speaker of French and Haitian Creole, he worked on a translation of the Bible from Hebrew and Greek into Haitian Creole (1960-1969).
Under a grant from the American Philosophical Society, he conducted a survey of Haitian Creole from August 1964 to December 1966.
He taught Haitian Creole to 20 Missionaries (1964-1965) and delivered numerous lectures on the problem of literacy in Haiti (1964-1966)
and taught a course for teachers dealing with this problem (1968-1969).

Left Haiti 8-15-1969 and spent 8 months in Paris.
He taught six semesters of French conversation and two Summers of French Reading for graduate students at Indiana University (1970-1973), and one semester of Haitian Creole at Indiana University (1970-1971).

Educational Assistant and Educational Associate at PS 282 from November 13, 1973 to June 1975 (Bilingual program for Haitian Students).

Adjunct Assistant Professor at Long Island University (The Brooklyn Center, Bilingual Education) from the Summer 1974 to the Summer 1975 (Linguistics, Haitian Culture, Haitian Literature).
Assistant Professor (L.I.U. Bilingual Education) (Linguistics 508, 510, 512, Education 120, 613, 614, 617, 645, 691, Students supervision in Schools).

Member of the panel "The Teacher Training Program" (French-English) and of the workshop in "Methods and Materials for the Bilingual Classroom" at the conference on training bilingual teachers for the community, L.I.U., May 22, 1976.
Guest speaker on the "Linguistic Aspects of Bilingual Education" at District's 32 mini-conference on "Implications and Ramifications of Bilingual Education", May 24, 1976.
Consultant (Evaluation) at District 32, Brooklyn, February 1977-June 1977.
He taught "Creole Linguistics" (E15-2028-01) at New York University, 1977.
Consultant for Title VII (Tilden High School), 1977.

Publications: (See attached page).

PUBLICATIONS

1962: Evangil Dimanche ac Fêtt, Parts of the Gospels with a glossary.
1962: Réflexions sur l'orthographe du créole. Bulletin ONEC, 1, Nov.
1966: 4 ti liv évanjil yo, The 4 gospels translated into Creole.
1968: Je suis Jésus que tu alphabétises. Revue Eglise d'Haïti, mars.
1968: Report. Year Book, American Philosophical Society, Philadelphia.
1971: Review of D'Ans Le Créole français d'Haïti, French Review, 3, Feb.
1972: A propos du créole: langue et orthographe, revue SEL, N.Y. 4, Oct.
1974: Review of Targète Advanced Grammar of Haitian Creole, French Rev. April.
1974: Ti liv òtograf kréyòl, Montréal,
1975: Dilemme en Haïti: français en péril ou péril français?, New York.
1975: Un livre de Pompilus: une troisième évidence, Revue SEL, 20, Janvié.
1975: Le péché commun, Revue SEL, 22, avril-mé.
1975: Les inconvénients de l'ignorance en linguistique, Rev. SEL, 23/24.
1975: Fransé sé danjé, Revue SEL, 23/24, été.
1975: Eské nou pap izolé ak vié kréyòl nou an?, Revue SEL, 25, oktòb.
1976: Ki gro po ki alé byin ak you maléré ki pa gin rad?, Rev. Lakansièl, 4.
1976: Orthographe Créole et passage au français, Brooklyn, 16 mai.
1976: Liv lékti pou ti Ayisyin, Reading Book for Haitian Children, Brooklyn.
1977: Orthographe créole et Français de passage, Haïti-Observateur (Hebdomadaire).
1977: Èské Bouki ak Malis konn gramè?, Fondation Toussaint-Louverture, N.Y.
1977: Le bilinguisme et les enfants haïtiens, Rev. Perspectives on Bilingual-Bicultural Education, No 1, L.I.U.
1977: Comment écrire le créole d'Haïti, unpublished Doctoral Dissertation I.U.

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OFFICE OF COMMUNITY SUPERINTENDENT DISTRICT 32
797 BUSHWICK AVENUE
BROOKLYN, NEW YORK 11221

DR. SAM MATARAZZO,
DEPUTY TO SUPERINTENDENT
SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 574-0217
574-0218

District #32 Evaluation Interview Outline

Name _____ Date _____ School _____

Program ESEA Title I, ESEA Title VII, ESSA I Component _____

This section is for all persons interviewed except students and parents.

I. What is your relation to the program? _____

II. How much contact do you have with the program? _____

III. How satisfied are you with the program? (check one)

Very ☐ Moderately ☐ Not at all ☐

IV. If you see some good things about the program, what are they?

1 _____

2 _____

3 _____

V. If you see things that could be better, what are they?

1 _____

2 _____

3 _____

VI. If you had to decide about continuing the program in its present form for the next school year what would you recommend?

Continue it ☐ Discontinue it ☐

VII. If you could change the program in any way what would you recommend?

1 _____

2 _____

ADDITIONAL SECTION FOR TEACHERS AND/OR PARAPROFESSIONALS

VIII. How would you rate the quality of training and in-service or support assistance you are getting?

Very useful ☐ Moderately useful ☐ Not particularly useful ☐

Name of Interviewer _____ Time for Interview Start _____ Finish _____

IX. What changes, if any, would you like to see in the training and in-service assistance you are receiving?

1 _____

2 _____

X. How would you rate the availability of appropriate instructional materials?
Everything needed ☐ Most things needed ☐ Many materials not available ☐

XI. What factors contribute most to your successful functioning in the program?

1 _____

2 _____

XII. What are the greatest obstacles to your successful functioning in the program?

1 _____

2 _____

FOR BI-LINGUAL PERSONNEL ONLY

XIII. (Use this instead of VIII above) How would you rate the quality of the in-service and training and support you are getting?

after school	very useful ☐	moderately useful ☐	not at all useful ☐
on site	very useful ☐	moderately useful ☐	not at all useful ☐
university	very useful ☐	moderately useful ☐	not at all useful ☐

XIV. What kind of instructional materials do you need?

XV. Are you a graduate of a university bilingual educational program? Yes ☐ No ☐
Are you presently in a university bilingual educational program? Yes ☐ No ☐
About how many hours of in-service bilingual educational training have you received? _____

FOR STUDENTS AND PARENTS ONLY:

XVI. What do you like most about this program?

1 _____

2 _____

XVII. What do you like least about this program?

1 _____

2 _____

XVIII. If you had your choice would you like to continue in this program?

Why?

COMMENTS:

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OBSERVATION GUIDE

DR. SAM MATARAZZO,
DEPUTY TO SUPERINTENDENT
SPECIAL STATE & FEDERAL PROGRAMS

TELEPHONE (212) 574-0217
574-0218

ESEA TITLE VII - Multilingual Program ☐ SUBE ☐ AVANTI ☐ HABILE

Teacher_____ Grade_____ School_____ Date_____

Class Size_____ Group Size_____ Time: Start_____ Finish_____ Total_____

Students: # Spanish, Italian, Creole Dom./English speaking _____
English Dom./Spanish, Italian, Creole speaking _____ # English monolingual ___

Teacher: English Dom._____ Spanish, Italian, Creole Dom._____ Fluent bilingual _____

% time groups mixed linguistically _____ % time groups by dom. language _____

Teacher uses 1 language exclusively _____ Teacher primarily uses 1 language _____

Teacher freely alternates language _____ Other _____

Teacher Coordination with Paraprofessional:

1. How is para guided in his activities? _____

_____

2. Teacher plans with para for his activities Yes ☐ No ☐
3. Teacher includes para's activities in his lesson plan Yes ☐ No ☐
4. Teacher discusses para's responsibilities for the day Yes ☐ No ☐

If YES, when is this done_____

Role of Paraprofessional

1. Para teaches small groups Yes ☐ No ☐
2. Para aids in classroom management (including control of student behavior) Yes ☐ No ☐
3. Para performs clerical duties only Yes ☐ No ☐
4. Comments about para's duties_____

_____

Type of Lesson Observed _____

Observer's Name _____

	Frequency of Occurrence		
	Often 3	Occasionally 2	Never 1
1. Teacher talks to learners			
2. Teacher reads to learners			
3. Asks closed questions			
4. Asks open-ended questions			
5. Sets time for open ended role-play/learners generate sentences			
6. Asks children to contribute to experience chart			
7. Structures and directs a group discussion			
8. Forms groups - structures group discussion independent of adult			
9. Forms groups - peers are group leaders			
10. Sets time for learners to talk informally or to interact, independent of adult.			
11. Asks learners to read aloud			
12. Asks child to demonstrate concept at black-board for class			
13. Sets time for learners to choose activities			
14. Sets time for cross-age peer learning, independent of adult (older-tutor-younger)			
REINFORCEMENT: VERBAL AND NON VERBAL			
15. Reinforces, praises in complete sentences			
16. Reinforces, praises with one word			
17. Encourages learners to try			
18. Expresses understanding of learner's feelings			
19. Handles disruptive behavior			

	Often 3	Occasionally 2	Never 1
TEACHER TAPS CHILD'S EXPERIENCE AND USES A.V. MATERIALS			
20. Topics unrelated to child's experience	____	____	____
21. Encourages discussion of previous experiences	____	____	____
22. Encourages child to interpret and analyze	____	____	____
23. Teacher presents listening materials - records, tapes	____	____	____
24. Teacher provides A.V. materials and realia for exploration and manipulation by child with guidance	____	____	____
25. Integrates content (cultural, science, in language learning lesson)	____	____	____
26. Teacher provides rexos for child to work on	____	____	____